THE ROLE OF COMMUNICATION AS CRITICAL INQUIRY

IN THE GENERAL EDUCATION CURRICULUM
General Education Revisions (2005-2006)

Curriculum proposals that enact Senate mandate changes have been approved by the CAS Curriculum Committee, Council for General Education, and the University Curriculum Committee.

I. Major Program Changes Relevant to COM 110 (approved by Senate April 22, 2004):

- English 101 and Communication 110, reconceived as a year-long sequence of courses, will take up core content of Foundations of Inquiry.
- FOI will no longer be offered.

II. Changes to English 101 and Communication 110: A Faculty Committee has been meeting since the Senate approved revisions to General Education to ensure that core content of FOI is delivered in revised ENG 101 and COM 110 and across the General Education curriculum. A summary of key changes appears below.

Increased explicit attention to critical thinking

- Revised course goals and learning outcomes
- Consistent vocabulary and approach to the introduction of critical thinking that other courses can build on
- Re-examination of course readings (text, visuals, video, etc.) and their use in building analytic skills
- Increased materials and exercises devoted to critical thinking
- Increased assessment of students’ progress in critical thinking, including analysis of argument built into self- and peer-review process
- Formal critical thinking analysis as component of portfolio
- Holistic Critical Thinking Scoring Rubric

Increased Integration of the Two Course

- Transition assignment that will carry over from fall to spring whether a student takes English or Communication first
- Year-long information literacy instruction to be delivered in conjunction with Milner Library, including a common research log
- Consistent vocabulary and approach to the introduction of critical thinking
- Common evaluation rubrics
- Planning and budgeting for additional training of instructors in fall and spring

To reflect these changes, the courses will be retitled as: Composition and Critical Inquiry (ENG 101) and Communication as Critical Inquiry (COM 110)
MEETING ACADEMIC SENATE CRITERIA

The Communication as Critical Inquiry course clearly meets the nine criteria set forth by the Academic Senate. The following is an interpretation of each of the criteria and identification of specific student outcomes that apply to each one.

1) The course should survey the principles and strategies governing effective oral communication in diverse settings for diverse audiences.

The course is designed to allow students to practice communication principles and strategies in diverse settings. Students learn to choose among these principles and strategies and adapt their communication to the constraints posed by various oral communication contexts. All student outcomes apply to this criteria.

2) The course should enable students to develop a command of these principles in practice as they move from one communicative situation to another.

Students will have the opportunity to practice these communication principles across a range of settings. Assignments build upon previous ones, enabling students to understand and practice skills that correspond to the increasing complexity of the communication situations. All student outcomes apply to this criteria.

3) The course should teach strategies of analysis and synthesis to help students incorporate background research fluently into their oral communication.

Solid background research provides the foundation for effective oral presentations. Students will learn to conduct library searches, identify potential sources of information, locate and evaluate these sources, and incorporate supporting information into their presentations. Students also will learn to use personal communications, such as interviews with experts, as sources of information.

Analyze an audience to determine appropriate topics, anticipate questions, and construct messages.

Conduct and incorporate research into presentations using a variety of technologies.

Design outlines, speaker notes, and visual aids for presentations utilizing word-processing techniques.

Demonstrate effective delivery techniques in small group and public presentations.

Demonstrate ability to provide information in response to audience questions.

Construct arguments using adequate evidence and logical reasoning.
Employ ethical communication practices.

4) **The course should require students to give oral presentations dealing with different issues for different audiences.**

Students learn to identify key characteristics of audiences and to adapt their presentations to these audiences. Through the process of audience analysis, students learn that content and delivery may be adapted to fulfill the expectations of the audience and to meet their own goals as communicators.

Understand the similarities and differences in communicating in different communication contexts.

Develop clear, concise, and focused messages that inform, describe, and explain information in formal and informal settings.

Develop and use non-verbal behaviors to enhance effective communication.

Analyze an audience to determine appropriate topics, anticipate questions, and construct messages.

Demonstrate effective delivery techniques in small group and public presentations.

Construct and deliver effective persuasive messages in formal and informal settings.

Construct arguments using adequate evidence and logical reasoning.

Understand and evaluate the attitudinal/belief positions of others.

Recognize and understand the role of culture and gender in the communication process and to apply it to formal and informal settings.

5) **The course should address the differences and similarities between informal and formal oral communication and help students adapt to the informal and formal communicative demands in which they find themselves.**

Formal and informal communication settings may place different demands on communicators. For this reason, students will learn to identify differences and similarities between these settings and to develop strategies to accommodate as the situation demands.

Understand the importance of communication skills in various aspects of life.

Understand the similarities and differences in communicating in different communication contexts.
Develop clear, concise, and focused messages that inform, describe, and explain information in formal and informal settings.

Analyze an audience to determine appropriate topics, anticipate questions, and construct messages.

Demonstrate effective delivery techniques in small group and public presentations.

Construct and deliver effective persuasive messages in formal and informal settings.

Demonstrate use of constructive conflict management techniques.

6) **The course should enable students to critique the oral presentations of others.**

The evaluation of others' communications is important to the learning process. Students will learn and practice techniques of critical thinking and listening in order to formulate effective oral and written feedback.

Listen to understand and evaluate main points of an oral presentation.

Listen, evaluate and provide constructive feedback to presenters.

Demonstrate empathy and openness to speaker ideas.

Ask effective questions to obtain information and clarify messages.

Understand and evaluate the attitudinal/belief positions of others.

7) **The course should develop in the students a command of the relationship between goal and process in small group interaction.**

Students learn that a variety of processes can be used to pursue their communicative goals. However, these processes may vary in their effectiveness and efficiency. Students learn that choices pertaining to the means (or processes) used to achieve an end (or goal) are as significant as the end itself.

Understand the importance of communication skills in various aspects of life.

Understand the similarities and differences in communicating in different communication contexts.

Demonstrate use of constructive conflict management techniques.

Given a specific situation, identify and state the problem, offer possible solutions, and evaluate the effectiveness of proposed solutions.
Recognize group roles and perform various group functions.

Understand and evaluate the attitudinal/belief positions of others.

Recognize and understand the role of culture and gender in the communication process and to apply it to formal and informal settings.

8) **The course should address the principles informing the resolution of conflict in small groups.**

Conflict is a common occurrence in modern society. Students learn to distinguish between destructive and constructive conflict management techniques so that they can employ communication principles designed to manage conflict in effective ways.

Ask effective questions to obtain information and clarify messages.

Demonstrate use of constructive conflict management techniques.

Given a specific situation, identify and state the problem, offer possible solutions, and evaluate the effectiveness of proposed solutions.

Recognize group roles and perform various group functions.

Employ ethical communication practices.

9) **The course should provide students with practice in small group communication.**

Students will have the opportunity to engage in a variety of small group experiences in order to develop a range of group communication skills. They learn the role of agenda-setting in group process. They also learn how to contribute to the task and maintenance (social-emotional) functions of groups and to enact roles as leaders and followers.

Develop clear, concise, and focused messages that inform, describe, and explain information in formal and informal settings.

Develop and use non-verbal behaviors to enhance effective communication.

Ask effective questions to obtain information and clarify messages.

Construct arguments using adequate evidence and logical reasoning.

Demonstrate use of constructive conflict management techniques.

Given a specific situation, identify and state the problem, offer possible solutions, and evaluate the effectiveness of proposed solutions.

Recognize group roles and perform various group functions.

Understand and evaluate the attitudinal/belief positions of others.
Recognize and understand the role of culture and gender in the communication process and to apply it to formal and informal settings.

Engage in supportive exchanges with others.

Employ ethical communication practices.
UNIT 1—IMMERSION

Purpose: The purpose of the first unit of the Communication as Critical Inquiry course is to expose students to a range of communication situations that will provide a foundation for communication skills development throughout the semester. Students are encouraged to reflect on their communication experiences as both speakers and listeners, as well as the importance of oral communication skills in all aspects of life. The first unit allows students to begin to identify critical elements present in most communication situations and to establish criteria for recognizing communication competence. Students complete a Communication Improvement Profile (including the Critical Thinking Self Assessment) in order to develop self-awareness and formulate self-improvement goals for the semester. Because performance classes may create anxiety for students, the unit also explores the common experience of communication anxiety and identifies strategies for managing anxiety.

Duration: 2 weeks

Unit Goals:

1) To acquaint students with critical elements present in most communication situations as well as elements particular to interpersonal, small group, and public speaking contexts.

2) To establish criteria for recognizing and enacting communication competence.

3) To introduce students to basic critical thinking skills and to illustrate the importance of these skills in a variety of communication situations.

4) To acquaint students with the concept of communication anxiety and identify strategies for managing anxiety.

5) To provide students with the information necessary to assess their communication strengths and weaknesses.

6) To aid students in the construction of their individualized Communication Improvement Profile and help them identify preliminary steps to reach their improvement goals over the semester.

7) To introduce students to the Portfolio assignment and provide them with examples from the several activities in this unit.

Instruction Notes:

- Provide Syllabus
- Consider “Ice Breaker” Activity (See Activities for Unit 1)
- Assign Portfolio from Spiral Book
- Assign CIP and CTSA from Spiral Book
- Discuss and/or provide activities for Critical Thinking, Glossary of Shared Vocabulary, Operationalizing Critical Thinking (Bloom’s Taxonomy), Communication Process, Ethical Communication, Communication Apprehension, and Perception and Self-Concept
UNIT 2: MESSAGE CLARITY

Purpose: Although the goals that guide individuals during various types of interactions will vary with features of the participants, constraints of the context, and definitions of the episode, the most fundamental requirement for goal attainment in every situation is message clarity. For verbal and nonverbal messages, as well as for factual and emotional information, clarity is essential for communicative success. In this unit, students will practice creating messages directed toward the functions of informing, describing, explaining, and problem solving. They will develop skills in producing concise, well-formed, and listener-adapted messages. They will also practice skills in listening for the main points of messages, in separating the content of the message from biases of the speaker, and in producing questions that clarify the messages of others. In addition, students will become acquainted with basic information literacy skills. Although these skills will be practiced in relatively uncomplicated interactions during this unit (e.g., giving a brief informative speech), they are fundamental to all forms of interaction. Instances include receiving or giving feedback in the workplace, managing conflict in social and personal relationships, decision-making during group meetings, and resisting inappropriate compliance-gaining attempts of others.

Duration: 5 weeks

Unit Goals:

1) To provide students with opportunities to enact, practice, and evaluate the success of messages directed to the functions of informing, describing, explaining, and problem solving.

2) To enhance students' skills in producing concise, accurate, well-formed, and goal-relevant messages.

3) To increase students' awareness of the importance of language in message clarity and accuracy.

4) To provide students with the opportunity to practice message precision in asking specific, critical, and informative questions.

5) To provide students with practice in translating difficult concepts from one presentational form to another (e.g., from graphs to verbal descriptions and vice versa).

6) To introduce students to the basic structures of an argument and relate this to organizing clear messages.

7) To introduce students to the basic information literacy skills and relate this to organizing clear messages.

8) To provide students with opportunities to practice skills in listening for the main points of messages, and in separating the content of message from biases of the speaker.

9) To provide students with the opportunity to practice message clarity in content and delivery in the public speaking domain by presenting several short informative speeches.

10) To provide students with the opportunity to practice message clarity in the process of problem-solving in the small group domain, specifically the skills of identifying the problem, stating the
problem precisely, translating the problem into new terms (other perspectives, etc.), identifying possible solutions, and specifying evaluation procedures.

**Instruction Notes:**

Assign Informative Speech from Spiral Book  
What is Information Literacy? & Why is it Important?  
Research Log #1  
Tests of Evidence  
Speech Lab Tour  
Discuss Evaluation Challenges (See handout in Unit 2 Activities)  
Discuss and/or provide activities for Topic Selection, Audience Analysis, General & Specific Purpose, Thesis Sentences (or Central Idea), Support Material, Introductions & Conclusions, Outlining & Organization, Delivery, Visual Aids, and Language  
Explain Grading Procedures, Speech Days, Self and Peer Evaluations
UNIT 3: MESSAGE RESPONSIVENESS

Purpose: Unit 2 emphasized speaking with clarity and listening for comprehension. These two processes are necessary for all interactions to move toward shared meaning, but they are not sufficient. When speakers' public identities, private self-concepts, or emotions are tied to the issues being discussed or presented to a group, both the speaking and listening processes become more complicated. In such cases, messages need to be carefully directed to the relevant issues and yet remain responsive to the concerns of others. Similarly, when acting as a listener, personal agendas (of the moment or long term) must be set aside long enough to "hear" the needs and concerns of the other person(s).

Unit 3 emphasizes the related functions of perspective-taking, empathy, seeking and providing comfort and social support, managing conflict, and moving competently through the various group roles that facilitate the decision-making process. In a very real sense, the ability to function effectively as a group member while making difficult decisions (e.g., to be task leader, socio-emotional leader, tension reliever, etc.) requires students to have mastery over the component functions of perspective-taking, empathy, support provision, and conflict management. In addition, because context variables such as cultural and gender differences in communication experiences, expectations, and practices may complicate interactions, students practice communicating with persons who are members of American co-cultures.

Duration: 4 weeks

Unit Goals:

1) To encourage students to practice the skills of producing messages that are responsive to the concerns of others, respectful of the rights of others to complete and accurate information, and sensitive to individual and cultural differences (i.e., ethical communication).

2) Similarly, when acting as listeners, students will learn that personal agendas must be set aside long enough to "hear" the needs and concerns of the other person(s).

4) To provide students the opportunity to practice the various mechanisms through which the perspective of others may be taken (e.g., techniques for audience analysis, how to role shift during conflict, how to seek and provide social support, and how to manage the multiple voice and perspectives that arise during small group decision-making processes).

5) To introduce students to features of intercultural and intergender communication that may affect interactions.

6) To help students identify and control perceptual barriers that hinder their ability to adapt their messages to others.

7) To practice the skills of constructive criticism and providing feedback.

8) To practice conflict management strategies.
**Instruction Notes:**

- Assign Group Presentation from Spiral Book
- Research Log #2
- Argumentation and Fallacies (Monty Python, Political Ads Video)
- Conduct Midterm Course Evaluations
- Review for Midterm if necessary
- Discuss and/or provide activities for Group Communication, Cultural Diversity, Listening, and Conflict.
- Provide guided group work time (See Handouts in Unit 3 Activities)
UNIT 4: PERSUASIVE COMMUNICATION

Purpose: This unit is designed to help students understand the persuasive process, both as speakers who wish to influence others and as listeners who wish to resist persuasive attempts when necessary. It builds upon the previous unit, Message Responsiveness, in that effective persuasion requires sensitivity to the needs and perspective of others. Students construct and deliver persuasive messages in both formal and informal settings. Emphasis is also placed on understanding and evaluating the positions and messages of others. The foundation of this unit is based on traditional rhetorical theories, as well as modern views and research in persuasion. The student will gain an understanding of persuasion/attitude change processes, which will be reinforced through the use of short in-class presentations, activities, demonstrations, practice, and actual delivery of major presentations. In sum, this unit trains the students to set persuasive goals, to analyze their audience, and to use that information to construct or resist persuasive messages that meet their goals in the interpersonal, small group, and public communication contexts.

Duration: 4 weeks

Unit Goals:

1) To enhance students' understanding of the persuasive process, both as speakers who wish to influence others in an ethical manner, and as listeners who wish to resist illegitimate persuasive attempts.

2) To give students practice in constructing and delivering persuasive messages in both formal and informal settings.

3) To give students experience in setting ethical persuasion goals, analyzing their audience, and using that information to meet their goals in the interpersonal, small group, and public communication contexts.

4) To acquaint students with logical patterns of organization of varying degrees of complexity in persuasive messages.

5) To illustrate the role of speaker credibility in designing and delivering persuasive messages.

6) To provide students with the opportunity to practice delivery techniques/nonverbal behaviors that enhance or maintain a speaker's credibility.

7) To give students practice in the use of argument analysis and evaluation techniques to identify and analyze audience factors when preparing for a persuasive presentation.

8) To give students the opportunity to practice skills involved in anticipating audience questions/objections and producing effective responses (i.e., preemptive argumentation).

Instruction Notes:
Assign Persuasive Speech from Spiral Book
Research Log #3
Toulmin Argument Model
Discuss and/or provide activities for Critical Thinking, Fact, Value, Policy, Organizing, Persuasive Appeals (ethos, pathos, logos), Argument Model, Argumentation Terms, and Anticipating Objections
UNIT 5: COURSE SYNTHESIS

Purpose: This unit provides students with the opportunity to synthesize and critically reflect upon what they have learned and experienced throughout the semester/year. Early in the semester each student developed a personal Communication Improvement Profile. This profile provided them with a personal agenda to pursue throughout the semester. Students re-visit their initial profile and reflect on their progress toward their improvement goals. They set new goals to pursue based on their progress and develop an action plan for practicing these skills in the future. This unit also clearly demonstrates for students the intricate relationships between their experiences in ENG and COM.

Duration: 1 week

Unit Goals:

1) To provide students with the opportunity to critically reflect on their growth over the semester and to evaluate progress toward meeting their improvement goals.

2) To provide students with the opportunity to project areas of continued growth in the future.

3) To reinforce the importance of the year long ENG/COM sequence.

Instruction Notes:

Conduct Portfolio Workshop (pass back any papers, 3-hole punch them, and provide organizational structure for portfolio)
Assign Synthesis from Spiral Book, Post-test CTSA
Review for Final
Reflect on Course
Conduct Course Evaluations
Collect Portfolios on last day of class/Return on day of Final
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Activities compiled by Melissa Grant
ANY OLD BAG WILL DO
ASSIGNMENT SHEET
(Introductory Activity)

Note
Adapted from M. Buchanan (1995). *The Speech Teacher.*

Purpose
To provide students with the opportunity to “get to know each other” so that they may make decisions as to who they think they think they can work with in a group for future assignments. To begin the process of audience analysis as well as to “break the ice” of completing the first “speech.” Finally, to provide students the opportunity to see what it is like to stand in front of an audience.

Assignment
Students will bring to class 3 items in a bag of their choice (no book bags). The items should be a personal reflection of the student and allow that student to share information about themselves. The students will conclude their presentation by explaining why they chose the bag they brought and how it reflects them personally. Be creative!

Evaluation
The assignment is for points. You must stand in front of the class for at least one minute (no longer than 2 minutes, please). If you finish the explanation of each item before the time limit, then the class can ask you questions to finish your allotted time. (Remember one of the objectives of the assignment is to get a “feel” for standing in front of the class.) Basically, if you bring in three items in a bag, and stand in front of the class for at least one minute, you will receive the full amount of points. Easy enough!

Hints
Practice working with your items. You’d be surprised how difficult it can be to talk and manipulate items at the same time (especially if you are nervous). Make sure you know exactly what you want to say, when you want to say it, and (most importantly) how you want to finish it. Make sure that your presentation is at least one minute long. Silence can be very uncomfortable. Most former students say this is the most difficult assignment of the semester, so from here on out is smooth sailing. Good luck!
INTERVIEW AS A BIOGRAPHY PRESENTATION  
(Introductory Activity)

Purpose
To provide students with the opportunity to “get to know each other” so that they may make decisions as to who they think they can work with in a group for future assignments. To begin the process of audience analysis as well as to “break the ice” of completing the first “speech.” Finally, to provide students the opportunity to see what it is like to stand in front of an audience.

Assignment
Students will meet with another student and “interview” him or her. Once you have learned some interesting facts about the other student, you will introduce this student to the class and present some of what you have learned. Be creative!

Evaluation
The assignment is for points. You must stand in front of the class for at least one minute (no longer than 2 minutes, please). If you finish your presentation before the time limit, then the class can ask you questions to finish your allotted time. (Remember one of the objectives of the assignment is to get a “feel” for standing in front of the class.) Basically, if you have “interviewed” the other student, introduce him or her, and stand in front of the class for at least one minute, you will receive the full amount of points. Easy enough!

Hints
Practice. Make sure you know exactly what you want to say, when you want to say it, and (most importantly) how you want to finish it. Make sure that your presentation is at least one minute long. Silence can be very uncomfortable. Some former students say this is the most difficult assignment of the semester, so from here on out is smooth sailing. Good luck!
EVALUATION CHALLENGES: AN EXERCISE IN CRITICAL THINKING

By Cheri J. Simonds and Jennifer Czarnik,
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**Purpose:** To afford students the opportunity to constructively and critically challenge grades received. Also, to prevent classroom disruption from destructive student evaluation challenges.

**Rationale:** Evaluation challenges occur when students question the nature of evaluation procedures or grades received (Simonds, 1997). But not all challenges are negative or destructive. Some challenges are based on a student’s “reflective skepticism” (McPeck, 1981) which is valued in our educational society as critical thinking. If students are afforded the opportunity to critically challenge their grades (which encourages higher order thinking skills), the resulting communication can serve to protect the relational climate of the classroom. On the other hand, if students do not feel they have this opportunity, they may attempt to “steal” opportunities during class time by arguing a grade angrily and publicly. These types of challenges are destructive in that they decrease time on-task and foster resentment between teacher and students.

**Directions:** Just prior to the first graded assignment, distribute and clarify the following procedural form for evaluation challenges. (hand out following sheet to students)
EVALUATION CHALLENGES: AN EXERCISE 
IN CRITICAL THINKING

Procedures for Challenging Your Grade

1. **Submit a specific written appeal.** This should include the following
   - Identification of the issue in question (e.g. outline, delivery, test item number).
   - Arguments for why the grade should be changed (please reference any class materials, i.e. assignment sheets, textual information to support your argument.)

   Written appeals must be clear, concise, and meet the requirements of all other paper submissions as detailed in your syllabus. Appeals will not be considered without meeting these requirements.

2. **Schedule an appointment to see me.**
   - Written appeals must be submitted before making an appointment.
   - Appointments will only be made before or after class, not during.
   - If you fail to make your scheduled appointment, your appeal will not be considered.
   - Appointments must be requested no later than one full class week after the grade in question has been returned to the student.

3. **Make your case!** (at the appointment)
   - You must bring in you graded copy of the item in question (e.g. quiz, speech evaluation form).
   - You must bring in any evidence to support your claims and be ready to present them.

   You will be notified of my decision to change or uphold the grade within 48 hours of the appointment. You will also receive justification of the decision at this time.

**References**


Unit I
Self concept/esteem—Friends Video Clip Activity

Purpose: To understand terms from Readings chapter 1 by application. These terms are self-concept, self-esteem, intrapersonal communication, self-fulfilling prophecy, letting go of the past.

Activity: Watch the “Friends” video clip (obtained from the Communication Library labeled Friends self-esteem/self-concept). After the clip discuss the following questions. Give the questions to the students before you watch the clip:

Discussion:

1. Who experienced changes in their self-concept? Give examples of these changes.
2. Who engaged in intrapersonal communication or self-talk? What did he or she say?
3. What kind of self-esteem does Ross have?
4. Who has to let go of the past and has developed a higher self-esteem as a result? What did he or she let go of?
Unit I
Communication Apprehension—Brainstorming Activity

Purpose: To help students realize communication is a normal process; to build a comfortable classroom atmosphere.

Activity: Define communication apprehension and discuss the concept. Then as a class, or in groups, brainstorm a list. To get student participation, ask them, “What do you think would be the worst thing that could happen while giving a speech.” You could put these on the board, have a student take notes, or just discuss the list as a class.

Discussion: As students contribute to the list (and they will), discuss how you could deal with some of the things they fear could happen. Also, bring to light the fact that everyone in the class is thinking these thoughts and they are normal and can be healthy.

As a class discuss ways to deal with nervousness:
Acquire speaking experience
Prepare, prepare, prepare
Think positively
Use the power of visualization
Know that most nervousness is NOT visible
Don’t expect perfection.
Unit I
Critical Thinking—Fortune Cookie Activity

**Purpose:** This activity gives students an opportunity to apply the process of critical thinking.

**Things you’ll need:** Bag of fortune cookies

**Activity:** Give each student a fortune cookie. Have them read their fortunes. Then have students apply what they’ve learned from Lucas chapter one (pg. 15 & 16) about critical thinking to their fortune.

**Critical thinking:** a skeptical and inquiring attitude toward positions and claims of truth, value and policy.

**Critical thinking**
1. helps assess strength/weakness of argument
2. helps distinguish fact from opinion
3. helps in judging credibility of sources
4. helps in assessing quality of evidence
5. helps in determining relationships among ideas

**Look for**
loaded language
unsupported claims
over-generalizations
reasoning from single examples

**Discussion:** Have students apply the previous guidelines to their fortune.
How likely is it to happen?
What kind of supporting material is there?
Is the source credible?
Had the students ever thought about their fortunes in this way?
Where might it be particularly helpful to use critical thinking?
How does critical thinking relate to communication 110?
Unit I
Critical Thinking—Newspaper Article Activity *

Purpose: This activity aids students in applying critical thinking in evaluating print materials.

You’ll Need: To have students bring in newspaper/magazine articles that they have read in advance (articles do not need to be very long)

Activity: Have students apply the guidelines (below) for critical thinking to their article. Then have them pair up with another student OR present to the class (dependent on time) what they have found.

Critical thinking: a skeptical and inquiring attitude toward positions and claims of truth, value and policy.

Critical thinking
6. helps assess strength/weakness of argument
7. helps distinguish fact from opinion
8. helps in judging credibility of sources
9. helps in assessing quality of evidence
10. helps in determining relationships among ideas

Look for
loaded language
unsupported claims
over-generalizations
reasoning from single examples

Discussion: Have students apply the previous guidelines to their articles
What kind of supporting material is there?
Is the source credible?
Had the students ever thought about what they read in the paper this way?
Where might it be particularly helpful to use critical thinking?
How does critical thinking relate to communication 110?

*adapted from Communication 110 handout
Unit I
Communication Process—Feedback Exercise

**Purpose:** This activity enables students to see the importance of feedback in the communication process. It also provides them with experience using listening skills and critical thinking.

**You’ll need:** A copy of the attached sheet with circles, squares, etc., and an overhead of that same drawing, a student from your class to volunteer, each student should have a piece of notebook paper.

**Activity:** Ask for a volunteer from your class. Give only that person a copy of the drawing (attached). This volunteer will be verbally instructing the rest of the class to draw a replica of this picture. Your volunteer needs to keep his/her back to the class, cannot use gestures. Your class can NOT speak. No questions, no requests for repeats, etc.

**Discussion:** Show the actual drawing on the overhead to the students. See if any of their pictures match. Rarely do they match. Usually both the volunteer and the class feel frustrated during this activity because it is one way communication. It cuts off the communication process. There is no feedback.

Ask the volunteer what would have made his/her job easier. What would have made it easier for the students? Have they ever had an actual conversation like this? How does the lack of feedback affect a conversation? How did you feel during this process?
Communication Process (p.2)
Unit I
Communication Process—Make Your Own Model Activity

**Purpose:** This assignment/activity affords students the opportunity to creatively apply the material they learn in chapter one of the Lucas text (pp 16-22) to their own model of communication.

**Activity:** After discussing the communication process with the class, ask them to create their own model of communication as creatively as they choose. They are to bring it to class with them and explain/discuss their model with the rest of the class at your next meeting time.

**Discussion:** Hold a basic classroom discussion of all models. Compare them to the Lucas model on page 21. Discuss what elements of the communication process they felt were most important and why. Also, did they keep the model circular? Also, ask students what their thoughts are on sender or receiver perspectives of the communication process.

**Terms:**

Speaker
Message
Channel
Listener
Frame of reference
Feedback
Interference
Situation
Unit I
Ethics—Felicia Robinson Activity (from Lucas)

Purpose: To discuss the differences between ethics and ethical communication. This exercise allows students to apply the material they read in Lucas chapter 2.

Activity: Divide the class into about 4 small groups. Have the class read the excerpt on Felicia Robinson’s predicament (Lucas page 35). Each group is to function as a consultant to Felicia Robinson. They should be discussing whether she should or should not make the impending indictment of her opponent an issue in her remaining campaign speeches. Assign each group the task of formulating a recommendation to Robinson and rationale. Have one member of each group present the group’s recommendation and rationale to the class. Follow up with general class discussion on the issues raised in the groups’ deliberations.

Discussion:

1. Why do we need to discuss ethics in this class?
2. What is the difference between legal and ethical?
3. What would Robinson’s opponent’s side of the story be?
4. Would telling be honest?
5. What other strategies besides “telling all” could Felicia rely on?
6. What ethical guidelines do we as a class want to impose on ourselves?*

*This is a good time to possibly create classroom rules for the semester. (for example: don’t interrupt others, don’t leave room during a speech, etc.)
Unit II
Outlining—Kramer Activity

Purpose: To become familiar with different organizational patterns.

Activity: Give students the following directions: In your small group, use a famous person, and come up with an outline organizing a description of that person either chronologically, topically, or spatially. Then be prepared to present your mini-speech to the class as a group. Remember to be creative!

EXAMPLE: Kramer on Seinfeld

I. Chronological
   A. His past
   B. His present
   C. His future

II. Topical (Kramer’s escapades)
   A. Escapade 1
   B. Escapade 2
   C. Escapade 3

III. Spatial
   A. Kramer’s Head
      1. Physical
      2. Psychological
   B. Kramer’s Body
      1. Characteristic 1
      2. Characteristic 2
      3. Characteristic 3

Discussion: Hold a general classroom discussion. What pattern did group A use? What about B?
Audiences

A. The members of this audience are all Catholic Church members. They attend church regularly and believe strongly in the Catholic doctrine. They are middle-aged (35-45), small-business people, and farmers from the same community. They are patriotic Democrats who tend to be liberal in their political views except for issues that involve religion.

B. The members of this audience are college freshman in a liberal arts college. They come from middle- or high-income families. None work; they are either supported by their parents or have scholarships. They vary widely in their religious beliefs. About half are liberals, and about half are conservatives.

Topics

A. You are to address the audience as a student government representative who is working to legalize the sale of beer on campus. You wish to get the support of the audience to convince the college’s administrators that legalization is popular.

B. You are a member of the election committee for a local mayoral candidate. The slogan of your candidate, Marvin Fitzpatrick, is “Stop crime in the streets.” Marvin is Catholic but does not attend church regularly. He believes in birth control but not abortion. You want to encourage your audience to vote and to support your candidate.

*from communication 110 handout
Unit II
Visual Aids—Good VA, Bad VA

**Purpose:** To apply tips for creating visual aids to critically assess the quality of existing visual aids and assist students in creating and presenting their own.

Tips for creating/presenting visual aids: (Lucas page 329-336)
1. Set them up properly
2. Show visuals only when you talk about them
3. Talk about the VA while you’re showing it
4. Talk to your audience, not your VA
5. Avoid passing visuals around the audience
6. Practice, practice, practice!

**Activity:** Bring in several visual aids (several old ones in offices, speech lab, and overheads in Lucas overhead 3-ring binder). Try to bring an assortment of types and quality.

**Discussion:** Using tips for creating and presenting visual aids discuss the pros and cons of the visual aids you have brought to class.
Unit II
Delivery—Dr. Seuss/Tongue Twister Activity

**Purpose:** Students will gain experience practicing their delivery skills while becoming more familiar with speaking in public.

**Activity:** Get some Dr. Seuss books from library or tongue twisters (Simonds 3-ring binder), or poems. Have students take turns standing in front of class and practicing delivering the material using good delivery skills.

**Discussion:** Watch to make sure students are following guidelines from Lucas chapter 12.

**Terms:**
- Volume
- Pitch
- Rate
- Pauses
- Vocal variety
- Pronunciation
- Articulation
- Dialect
- Non verbal communication (appearance, gestures, eye contact)
Unit III
Culture--Exploring the Influences of Culture on Small Groups (3 pages)

Activity enables students to realize small groups of the future will increasingly consist of individuals from different cultures, effective small group communication will require that members recognize, accept, and adjust to the differences in verbal and non-verbal patterns of behavior resulting from these distinctive cultures. (p. 134)

Purpose: Bring cultural diversity and group culture into classroom; Provide opportunity for students to see impact of cultural differences in small groups. Insight into individual’s contributions to development of group culture.

Activity:
- Break students into symposium groups
- This activity is on p. 25 of Lucas activity book
- Let group create own culture (approx. 15 min.)

(following: what’s on their sheet-attached next sheet)
In your symposium group, you are to create a unique culture. This culture must contain the following:
- One unique way of dressing (that can be displayed now)
- One unique ethical stand related to your topic
- Two unique manners of speaking
- Three unique beliefs that will NEVER be compromised
- Four words that only your group members understand

Remember, it is inappropriate to ask others why they are dressed funny or talk strange. Respect other cultures with a courteous behavior.

- When they have made cultures, break them into new groups (same number as symposium groups) with a few from each “culture” group.
- Should have some kind of discussion on respecting each other here. In real life wouldn’t tease, or ask silly questions. Should respect each other.
- Now each group must work to solve problem: How could ISU fairly distribute student parking passes? (approx. 15 min.) Main focus is on making decision rather than trying to understand intricate principle.

Discussion:
1. “So what happened?”
2. How did the cultures affect group decision making?
3. Are there advantages to homogeneous versus heterogeneous decision making?
4. What are the disadvantages to each?
5. What might happen if the group was to work together over period of time.
6. Would cliques form?
7. Would it become easier to work together once initial cultural barriers were broken down?
8. Would members begin to co-opt the unique behaviors of other cultures?
9. How might these unique cultures contribute to the development of a group culture?
10. Discuss the limitations/contributions that our own cultural biases make to groups.

Student copies of assignment/questions attached!
In your symposium group, you are to create a unique culture. This culture must contain the following:

- **One unique way of dressing (that can be displayed now)**

- **One unique ethical stand related to your topic**

- **Two unique manners of speaking**
  1.
  2.

- **Three unique beliefs that will NEVER be compromised**
  1.
  2.
  3.

- **Four words that only your group members understand**
  1.
  2.
  3.
  4.

*Remember, it is inappropriate to ask others why they are dressed funny or talk strange. Respect other cultures with a courteous behavior.*
Exploring the Influences of Culture in Small Groups

1. So what happened?

2. How did the cultures affect group decision-making?

3. Are there advantages to homogeneous versus heterogeneous decision-making?

4. What are the disadvantages to each?

5. What might happen if the group was to work together over period of time?

6. Would cliques form?

7. Would it become easier to work together once initial cultural barriers were broken down?

8. Would members begin to co-opt the unique behaviors of other cultures?

9. How might these unique cultures contribute to the development of a group culture?

10. Discuss the limitations/contributions that our own cultural biases make to groups.
Unit III
Culture—Cultural Bingo (board on next page)

**Purpose:** Bring cultural diversity and group culture into classroom; provide opportunity for students to realize cultural differences; provide insight into individual’s contributions to development of group culture.

**Activity:** Each student is given a copy of the attached cultural bingo game sheet. They are then encouraged to mingle with other students and have them sign a square if it pertains to their culture. As all BINGO games, the students aim for across, diagonal, down, or full board.

**Discussion:** This is a good opportunity to welcome open discussion. Also discuss stereotypes and other concepts from Readings chapter 2.
## Cultural Bingo

<table>
<thead>
<tr>
<th>Was born outside the United States</th>
<th>Has attended a Native American powwow</th>
<th>Knows the significance of Angel Island</th>
<th>Is a morning person</th>
<th>Is a vegetarian</th>
<th>Has worked outside the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has been to Austria</td>
<td>Can communicate in American Sign Language</td>
<td>Has attended a Cinco de Mayo celebration</td>
<td>Has never watched a superbowl</td>
<td>Knows the significance of the Stonewall Riots</td>
<td>Knows which tribal government the U.S. Constitution was modeled after</td>
</tr>
<tr>
<td>Has traveled outside the United States</td>
<td>Celebrates Hanukkah</td>
<td>Has had his or her name mispronounced</td>
<td>Is a late night person</td>
<td>Knows who Rosa Parks is</td>
<td>Knows the opening date of the deer hunting or fishing season</td>
</tr>
<tr>
<td>Can name at least two traditionally black U.S. colleges</td>
<td>Has been a student for more than five years</td>
<td>Has a lesbian, gay, or bisexual friend</td>
<td>Has a Native American ancestor</td>
<td>Worked while going to high school</td>
<td>Has been to Europe</td>
</tr>
<tr>
<td>Is bilingual or multilingual</td>
<td>Knows what Kwanzaa is</td>
<td>Knows the meaning of Juneteenth</td>
<td>Knows the meaning of Jeri Curl</td>
<td>Has danced to Tex-Mex Music</td>
<td>Can name the books of the Old or New Testament</td>
</tr>
<tr>
<td>Is an avid country music fan</td>
<td>Has been to a long-house</td>
<td>Knows his or her Chinese birth sign</td>
<td>Has danced to Zydeco music</td>
<td>Knows why many Irish people immigrated to the U.S. in the 1880's</td>
<td>Is an avid Calvin and Hobbs fan</td>
</tr>
</tbody>
</table>
Unit III
Conflict—X/Y Activity

(XY Game typed out in detail on page 184 of Readings packet)

Purpose: Activity allows students to explore the effects of trust and conflict on communication

What’s needed: Stop watch, 4 cards labeled X, 4 cards labeled Y, a write on write off marker, and it is sometimes helpful to solicit a helper

Activity: Put class into 4 groups. Each group is given a card with either an X or a Y on it. Dependent on the combination of Xs and Ys held up, groups get a certain amount of points. You should instruct your students to “Get as many points as you can.” Do NOT instruct them to get more points than the other group. That is not the point, and don’t stress that to your students.

The points:
4Xs: Lose 1 point each
3Xs: Win 1 point each (all groups with X get one point)
1 Y: Lose 3 points each (group with Y loses 3 points)
2 Xs: Win 2 points each
2 Ys: Lose 2 points each
1 X: Win 3 points each
3 Ys: Lose 1 point each
4 Ys: Win 1 point each

You will go through a series of 10 rounds. Between each round you will give students different amounts of time to confer. Sometimes they will be allowed to confer only with their groups. Other times they will be able to confer as a class. It is crucial to follow this schedule which is printed very thoroughly on page 185 of your Readings Packet.

As you go through the rounds the groups will be holding up their cards. Be sure to record what combinations are held up on the board. Also keep track of points one or lost. Also keep track of time for conference and who gets to confer. This is a great activity, but can be a bit confusing. It is often helpful to make a deal with another instructor, “I’ll help your class with XY if you’ll help me with XY.”

Discussion:

Students will typically try to rob other groups of points, lie about what cards they will hold up, argue as a group, nominate a mediator. Students aren’t trying to get AS MANY POINTS AS THEY CAN, they are trying to get MORE points than the other group. Repeat the directions to them and see if they have any comments.

This was a meaningless conflict, yet it still occurred, why? Why didn’t you all just hold up Ys? Wouldn’t that have been the rational thing to do? What can we do to prevent this? (suggestions in readings chapter on conflict for management) The bottom line: Isn’t it human nature? Conflict, has and will occur. What did we learn from this exercise? Is anyone surprised by this outcome? Why? How does this affect
communication? Did you negotiate a mediator? Would it have helped? How did you as a group make decisions?
Unit III
Conflict—Friends Video Activity

Purpose: This video clip enables students to outline the stages of conflict; discuss styles of conflict; and discuss ways of managing conflict.

Activity: Show friends video tape from library (also conflict clips from Throw Mama from the Train and the Paul Reiser TV show)

Discussion: Analyze this conversation—Type of conflict

is it a pseudo (individuals misunderstand each other), simple (individuals disagree over which action to pursue to achieve their goals), or ego (individuals feel personally attacked) conflict? WHY?

*Friends-either pseudo/simple

Outline Conflict on board:

1. prior conditions (what is the source of the conflict?)
2. frustration awareness (when did you become aware of the conflict?)
3. active conflict (when and why did the conflict become and active conflict?)
4. Resolution (is there and resolution? If so what? If not, how could it have been managed?)
5. Follow-up (is the conflict over? Does someone still harbor resentment? If so, what are the strategies used to manage resentment?)

Analyze the characters (Friends) conflict management styles:

Nonconfrontational style: avoids conflict by agreeing, distracting, or withdrawing from conflict (maybe Rachel)

Controlling style: wants to manipulate others by blaming and making threats; sets up win lose framework. (if not, any examples from other shows?)

Cooperative Style: Seeks mutually agreeable resolutions to manage differences. Works other oriented, win-win framework:
- separates people from problem
- focuses on shared interests
- generates many options to solve problem
- bases decisions upon objective criteria

(maybe monica, ross???)

Tips for managing conflict

Select mutually acceptable time/place to discuss conflict
Plan your message
Monitor nonverbal messages
Avoid personal attacks, name-calling, emotional overstatements
Use self-oriented talk “I’m tired, maybe we should talk later”
Unit III
Small Group--Group Identity Assignment

First:

Each member of the group should present three self disclosures. This should be information that you wouldn’t mind sharing with your group and with the whole class.

Purpose: This works on building trust within the group. Self-disclosure allows the members of the group to identify with one another and learn about their relative similarities. By choosing to disclose information about yourself that is relevant to the group’s task you will contribute to the growth of the group’s overall maturity (Cragan & Wright, 1999).

Second:

Each group should create a Group Name, Group Logo, and Slogan. Keep in mind that your group should be able to incorporate any person from any background. A new person should be able to easily join your group and should feel comfortable and welcome. Be sure that you are not isolating anyone. That means that your Group Name, Logo, and Slogan should be “ethical”.

Purpose: This helps create group identity and group solidarity. Groups function better when they know a little bit about the people with whom they are working. Creating a Name, Logo, and Slogan will help your group establish group-pride.

Third:

Each group will take 4 - 5 minutes to present their Group Name, Logo, Slogan and what they have learned about one another to the class. If you have an idea for your topic this is a good time to present it as well. Be professional yet creative!

Good Luck.

Unit III
Small Group Communication—Orange Activity*

Objective: Identifying the roles/characteristics that emerge in a small group via the orange peel activity

1. Ask class for definition of small group

2. According to Readings: *It is a collection of individuals who, as a result of interacting with one another over time, become interdependent, developing shared patterns of behavior and a collective identity.* Ask the class for examples of small groups they have been in and apply the definition to their group example.

3. After they can identify the definition of a small group, break the class up into their Symposium Groups and tell the class that again in class today they are going to get a chance to talk and gain group work experience. *Give the following instructions before breaking the class into their groups.*
   - Each group will get an orange (place orange on floor in center of group)
   - The object of the game is to try to get the orange peel off in as few pieces as possible using only your hands
   - The catch is that every group member must have a chance to peel the orange, so when I say pass, pass clockwise to the next person in the group.

4. Debrief the activity as follows with the following questions but have them return to rows:
   - How did the orange get off the floor? How was that decided?
   - Who started peeling the orange and why?
   - How did you feel when you had the orange?
   - Was there any pressure from other group members?
   - Did you really perform as a group?
   - Did roles emerge in the group and if so, when?

5. Link the activity to the objective (to be able to identify the roles/characteristics that emerge in a small group via the orange peel activity through the responses of the debriefing session.

6. Distinguish the difference between **Task Roles** and **Maintenance Roles**:
   - Task roles: help the group accomplish tasks
   - Maintenance roles: behaviors that enhance the social climate of the group.

7. Discuss some of the Roles in Readings chapter 4 (tell class to follow along on page. 118-119)

<table>
<thead>
<tr>
<th>TASK ROLES</th>
<th>MAINTENANCE ROLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator-contributor</td>
<td>Encourager</td>
</tr>
<tr>
<td>Information Seeker</td>
<td>Harmonizer</td>
</tr>
<tr>
<td>Opinion Seeker</td>
<td>Compromiser</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Gatekeeper</td>
</tr>
<tr>
<td>Energizer</td>
<td>Follower</td>
</tr>
<tr>
<td>Recorder</td>
<td></td>
</tr>
</tbody>
</table>

7. Ask the class if they can identify any of these roles that have already emerged in their Symposium Groups. If they cannot identify any, then ask if they can reflect on previous group work.

Evaluation: Have a student restate some of the roles/characteristics that emerged via the orange peel activity

*adapted from handout from Danielle Dietrich
Unit III
Small Group—Lost on the Moon Activity (from Lucas Instructor’s Manual)

Purpose: Students experience concepts of group synergy, reaching consensus, and task/maintenance roles. This exercise helps students realize the advantages of working in small groups. This exercise also aids students in seeing the potential dangers of group think.

Activity: Give students copies of page 335(individual worksheet) and 336(group worksheet). Students are “lost on the moon” and need to rank survival gear. First they rank by themselves without discussion. Then they are allowed to rank as a group by discussing. Very clear directions are printed on the worksheets. Next, you give them the actual NASA ranking of the items. Then the groups compare their group rank to their individual rank to get a difference. Once again very clear instructor directions on page 338. Have a volunteer from each group put the groups individual scores and group score on the board. In most groups the group’s score will be better—closer to NASA rankings. This exercise is fun for students and is a good start to small group communication because they can see its benefits.

Follow up: Discuss group synergy—groups are more effective than the best individuals in them, group think—when a group becomes too cohesive and confident, too interdependent, task roles—help group accomplish tasks, maintenance roles—behaviors that enhance social climate of the group

What were the advantages of working on this project together?
How did you come to an agreement?
What roles were played?
Was there tension?
What were your criteria?

Tie to future concept: This exercise had right and wrong answers. What do you think would have happened if there weren’t correct answers in a process like this? Might there have been conflict in making decisions? Conflict will be our next concept.
Purpose: For students to become familiar with effective listening skills while learning the difference between listening and hearing.

Discussion:
Difference b/w listening and hearing? Hearing-what we do with our ears.. Listening—paying attention to and making sense of what we hear

Listening

Why important?
- Spend more time listening that doing any other comm. activity.
- pertinent to class, interpersonal relationships, jobs
- listening to others speaking can help us grow as speaker

Like other things, listening is a skill to develop.

-what do you consider to be good listening skills?
-what do you consider to be bad listening skills?

(Have student volunteer put a chart like this on board. Have students list skills)

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nodding</td>
<td>Interrupting</td>
</tr>
<tr>
<td>Eye contact</td>
<td>No eye contact</td>
</tr>
<tr>
<td>Asking questions</td>
<td>Jumping to conclusions (prejudge, biases)</td>
</tr>
<tr>
<td>Rephrase statement</td>
<td>Focus on delivery—not message</td>
</tr>
<tr>
<td>Pick out main points</td>
<td>Listening too hard (pay attent. to details)</td>
</tr>
<tr>
<td>Catch content, not delivery</td>
<td>Brain processes quicker than speaking</td>
</tr>
<tr>
<td>Build on ideas</td>
<td></td>
</tr>
</tbody>
</table>

Activity:
Now let’s put this into practice, break into pairs and one of you tell a story—“what you did this weekend”—the other demonstrate poor listening skills. Then we’ll switch roles.

Follow up questions:
• How did you feel when you were telling the story?
  (Distracted, quiet, upset, non verbal.)

• How did you feel when you were the one showing poor listening skills?
  (rude, selfish, controlling, could you remember content?, eye contact)

• What can this activity tell us about communications?
  (comm. is 2 sided?, listening is important, can effect speaker, difficult to listen for ideas, content, enjoy)

• Where are other places you have seen this kind of conversation?

• How can we be sure we are not creating this kind of problem?
  1. Analyze your problems
  2. Resist distractions
  3. Don’t be diverted by appearances/delivery
  4. Suspend judgement until hearing speaker’s full message
  5. Focus listening on point
  6. Develop note taking skills
Unit IV
Persuasion—Magazine Activity*

Purpose: To become familiar with organizational patterns of persuasive speeches. Also, to gain experience presenting material to the class.

Assignment: Bring to class an advertisement (of some sort...commercial, propaganda, an excerpt from a speech, magazine ad, brochure, etc....). Decide what type of question it is answering (fact, value, or policy) and why. It could possibly answer more than one type of question. Next, decide how it is organized (refer to Lucas). Third, determine what type of appeal the ad is using...emotional, logical, or ethical. Lastly, determine who the target audience is of the advertisement. Each person will present his/her advertisement to the class on Monday. Presentations should be 1-2 minutes.

Value: This assignment is worth points. You need to meet all of the above components and put effort into this assignment to receive the credit.

Discussion: As each student presents, use that opportunity to discuss different aspects of persuasion: appeal, organizational patterns, etc.

*Adapted from Erica Grohskopf.
Unit IV
Persuasion—The Great American Infomercial (2 pages)

Purpose: Student learn about organizational patterns for persuasive speeches while gaining experience working in small groups and presenting material to an audience.

**Activity:** Put students in small groups (symposium groups work well). Make the following sheet into an overhead or handout for class to read. Once they are in groups present to them their “surplus material” to sell: an upside down desk. Students are to decide what the merchandise is and using persuasive organizational pattern (most use Monroe’s Motivated) sell it to the class. Students tend to get very creative with the use of the upside down desk. Be sure to give them time to create a “script” and gather props. Then they are to give their presentations persuasively.

**Discussion:** A general class discussion on which organizational patterns were used in the presentations is helpful. Also, discuss whether or not the presentations were persuasive in nature where else this type of organizational pattern might be used.

See attached second page.
The Great American Infomercial

Congratulations! Your group has been invited to appear on “The Great American Infomercial”. As a group, your job is to create the most potentially marketable product out of some surplus material to be supplied.

The group must try to persuade the audience (your classmates) that this item is one that they can not live without.**

You have approximately 10 minutes to decide on your “selling” techniques and 5 minutes to try to persuade the audience to buy your product.

**Beware, the competition has come out with a similar product and will be trying to market it to the same audience. Be creative as well as persuasive."
ADDITIONAL HANDOUTS
Course Description:

This course plays a vital role in the ongoing professional development of graduate students teaching COM 110: Communication as Critical Inquiry. The purpose of our weekly meetings is to assist students in becoming more effective instructors. To meet this objective, we will discuss matters related to course content and instructional theory.

Course Expectations:

This course—in concert with the COM 110 training workshop, the mentor program, and midterm student and course director evaluations—constitutes your professional development as well as your professional commitment. As such, attendance is both expected and mandatory.

Professional Courtesy. As this is a graduate level course, I feel it is unnecessary to emphasize issues such as respect for the class (attendance, punctuality, active participation, etc.) and the members of the class (respecting others' opinions, being respectful to those who are speaking, and working together in a spirit of cooperation rather than competition). I do, however, want to be clear about my expectations. I believe graduate school is an experience designed to bring professional individuals together to increase and expand knowledge. Thus, I will expect your behaviors and attitudes towards this course to reflect professional courtesy.

Special Needs. Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).

My Approach to Teaching:

First of all, please keep in mind that I AM HERE TO HELP! My goal as an instructor is to do all I can to create an environment in which we all can learn from each other safely, productively, and happily. Every person in this class contributes to that environment, and together we share the power to determine whether or not we live up to that goal.

Please do not hesitate to ask questions, or ask for help, in or out of class. (Unless there
is a privacy issue at stake, in-class is often best, since your classmates may have the same questions or concerns that you do, and then you are helping them, too.)

If you have any special needs that it would help for me to be aware of, please do let me know. I am committed to helping every student attain the best quality of education she or he can.

Ultimately, I believe that the quality of each student’s education is largely dependent on her or his own efforts, attitudes, and behaviors. It is important for you to know that I will bend over backwards to help you if I can see that you are putting forth the effort to do the work in this class.

**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
</tr>
</thead>
</table>
| Aug. 21 | Introduction  
Practice Teaching Units (PTUs) Assigned  
Training Assessment |
| Aug. 28 | Grade Books/Evaluating  
CIP’s and Artifacts |
| Sept. 4 | Writing Exams/Quizzes |
| Sept. 11 | PTUs |
| Sept. 18 | PTUs |
| Sept. 25 | Unit 3--Message Responsiveness |
| Oct. 2 | PTUs |
| Oct. 9 | PTUs |
| Oct. 16 | PTUs |
| Oct. 23 | Unit 4--Persuasion |
| Oct. 30 | PTUs |
| Nov. 6 | PTUs |
| Nov. 13 | PTUs |
Nov. 20  Thanksgiving Holiday
Nov. 27  Grading Portfolios
Dec. 4  Synthesis/Course Assessment

Links to Teaching Resources:

Center for Teaching, Learning, & Technology (CTLT)
http://www.cat.ilstu.edu/

Community Rights and Responsibilities
http://www.deanofstudents.ilstu.edu/about_us/crr.shtml

Disability Concerns
http://www.disabilityconcerns.ilstu.edu/

Student Counseling Services
http://www.counseling.ilstu.edu/

SafeZone
http://www.deanofstudents.ilstu.edu/help/glbt/index.shtml

University Calendar
http://www.calendar.ilstu.edu/

Campus Map
http://www.ilstu.edu/map/

University Police (438-8631)
http://www.ilstu.edu/depts/police/
PRACTICE TEACHING UNITS FOR COM 392.08

Purpose: To provide new instructors with classroom experience in:
   • preparing and delivering content information associated with a specific
     instructional objective.
   • developing and asking discussion questions.
   • selecting, organizing and debriefing a content-relevant activity (ELV).

Instructions: Consider the course content and select any area of interest (e.g. ethical
communication, critical thinking, listening, language, etc.).

Format: Each instructor will have 15-20 minutes to present the class material. In
preparing the content of your class presentation, consider the objectives you'd like to
accomplish in your particular unit and structure your time to meet those goals. Your oral
presentation should include a brief outline of the content to be covered, inclusion of at
least 2-3 discussion questions, and the start/debriefing of an experiential learning
vehicle. While I realize this is a great deal to cover in 15-20 minutes, please attempt to
include the above, realizing time may not allow for the actual presentation of everything
you had planned.

Each presentation will be taped (please bring a VHS tape) with informal group feedback
to follow. Videos can be used should the instructor desire a more detailed evaluation
with a course director at a later date.
The School of Communication at Illinois State University takes teaching seriously. In addition to the formal instruction presented in COM 110 training, all new teaching assistants in the department are expected to participate in the mentor program. The mentor program has been developed to help teaching assistants refine their teaching skills by working collaboratively with an experienced graduate student. Teaching assistants are afforded the unique opportunity to teach one section of Communication 110 while simultaneously attending a mentor's class to observe how he or she prepares lectures, and structures exercises, conducts class discussion, evaluates students, and deals with the array of situations and issues likely to arise in the classroom. This structure allows the teaching assistant to observe, apply, perform, and discuss instructional techniques with his or her peer mentor.

In order for the program to be most successful, both parties must be committed to the goal of teaching excellence and take an active part in the process. The following roles and responsibilities are suggested:

**Peer Mentors' Roles and Responsibilities**

♦ To serve as a role model for mentees, demonstrating the highest standards of professional and instructional expertise

♦ To attend mentor orientation/training prior to the beginning of fall semester and additional meetings related to the mentor program that might be called by the Communication 110 course directors or the School Director

♦ To attend/take part of the Communication 110 training program for new graduate teaching assistants prior to the beginning of fall classes

♦ To attend/take part of some of the ongoing training and development meetings with new graduate teaching assistants

♦ To arrange and facilitate weekly meetings with mentees to answer questions, offer advice, discuss problems, provide feedback, etc.

♦ To explore ways, when appropriate, that mentees might gain additional experience through participation in the mentor's classroom (e.g., team-teaching a lesson, conducting an in-class exercise, helping students with class work/activities, etc.)

♦ To observe and provide feedback to mentees in their own classroom (can be video observation)

♦ To provide course directors with feedback regarding mentees teaching progress (Course directors will conduct formal observations of teaching in the Spring semester)

♦ To refer any major problems directly to course directors

♦ To provide Communication 110 course directors with assessment information regarding unusual or persistent problems for teaching assistants, strengths and weaknesses of the program, suggestions, concerns, etc.
Mentees' Roles and Responsibilities

♦ To serve as an apprentice teacher, actively working to acquire the highest standards of professional and instructional expertise

♦ To attend training prior to the beginning of fall semester and additional meetings related to the mentor program that might be called by the Communication 110 course directors or the School Director

♦ To attend weekly meetings with mentors to seek answers to questions related to instruction, classroom problems, course content, etc. as well as to share insights with other mentees

♦ To explore ways, when appropriate, to gain additional experience through participation in the mentor's classroom (e.g., team-teaching lessons, conducting an in-class exercise, helping students class work/activities, etc.)

♦ To invite mentors to observe them in their own classroom (Formal director observations will be conducted in the Spring semester)

♦ To provide Communication 110 course directors with assessment information regarding unusual or persistent problems that exceed the responsibility of the mentors, strengths and weaknesses of the program, suggestions, concerns, etc.

To complete the following specific requirements:

♦ Enroll in Communication 392.08 during the fall semester and attend all class sessions

♦ Attend the Communication 110 class of the mentor and participate in the day-to-day functioning of the class at a level agreed upon between the mentor and the mentee (e.g., mentors might team-teach lessons, lead a class discussion, help students work on speeches or group presentations, etc.)

♦ Attend the weekly mentor/mentee meetings established by the mentor

♦ Assist in the grading of a written assignment and/or presentation. (See training manual for recommendations on how to grade papers and evaluation forms for speeches)

To complete any of the following optional activities as established in consultation with the mentor:

♦ Submit sample test questions (e.g., closed-ended, essay, and application) to the mentor from selected chapters and lectures

♦ Ask mentor for feedback on the quality and consistency of the grading

♦ Mentees might videotape a typical class and use the tape to critique their teaching and/or review the tape with their mentor

♦ Monitor Communication Teacher and related sources for potential classroom activities or instructional practices. These can be shared with other mentees and with the mentor

♦ Visit other Communication 110 classes, when convenient for the instructor's schedule, to observe a variety of teaching styles
<table>
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<tr>
<th>Week</th>
<th>Mentor—All Classes Observed</th>
<th>Date/Class Missed</th>
<th>Alternative Arrangements</th>
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INSTRUCTIONAL STRATEGIES


Lecture when material is:

New  
Complex  
Unavailable

Discuss Reading Expectations

Communicate clearly  
Follow through consistently

Presentation of Content Material

Overview  
Link  
Clarify  
Elaborate  
Framework

Class Sessions/Units

Warm-up activity, interesting introduction, and/or quiz  
Presentation of Content  
Discuss Content  
Experiential Activity  
Debrief Activity

Practice Teaching Units

See additional handout
I. What is Instructional Discussion?

   A. It is NOT:
      1. open-ended discussion
      2. guess what' on my mind
      3. any discussion in a classroom

   B. This is a specific teaching strategy characterized by high student interaction, the use of students' personal experience, and higher order questioning.

II. Planning the Instructional Discussion--planning for instructional discussions differs from planning other classroom activities because the teacher is interested less in what he/she will say and more in how to create effective questions which will enable students to reason toward information without being told.

   The purpose is not to check retention but to move students through the lower levels of thinking to the analysis, synthesis, and evaluation levels.

   A. Select an appropriate topic and objective

      The topic must be one with which the students have sufficient background so that they may engage openly and productively in a discussion.

   B. Develop a questioning strategy

      Preparation of effective questions prior to the discussion is a necessity!

   C. Outlining for instructional discussion

      Start in the right-hand column to determine what you expect students to achieve as a result of the instructional discussion. Then move to the left and generate questions.

   D. Prepare discussion questions over reading material before the instructional discussion.

III. Leading Discussions

   A. Pre-discussion variables
      1. Psychological climate--students must feel safe.
      2. Physical setting--conducive to interaction (circle).
      3. Role of discussant--if you use a technique like instructional discussion, you really have to tell your students what to expect.

1 Adapted from Jody Nyquist and Ann Q. Staton-Spicer.
B. Facilitative behaviors
   1. Initiate the discussion.
   2. Quality of questions.
   3. Probe student responses to elicit information or to clarify.
      a. restate
      b. paraphrase
      c. request elaboration
      d. request the student to justify response
      e. encouraging behavior--verbal and nonverbal messages that mean keep going
      f. WAIT TIME

C. Summarizing--provide internal summaries to the discussion.

D. Mediate conflict

E. Concluding the discussion--provide a clear synthesis of ideas.
INSTRUCTIONAL DISCUSSION
DEVELOPING A QUESTIONING STRATEGY

Classifying Questions:

**Level 1--Memory**

Self explanatory but it is important to note that more complex mental processes cannot take place until the facts or information have been remembered. These questions usually ask what, when, where, and who.

**Level 2--Translation**

Requires students to paraphrase information.

**Example:** "Describe, in your own words, what perception means."

**Level 3--Interpretation**

Interpretation = discovering and explaining relationships between facts, generalizations, definitions, values, and skills.

At this level of thinking, the student should be able to take sets of information and make comparisons according to similarities or differences. Students should be able to determine what ideas, by implication, might result from certain information.

**Example:** "Do communicators always have to be honest to engage in ethical communication?"

**Level 4--Application**

Application thinking involves the solving of problems through identification of issues and selection of appropriate generalizations and skills. When presented with a problem, the student must independently choose pertinent knowledge and then apply an appropriate theory.

**Example:** "How can spontaneity contribute to both the development and the deterioration of interpersonal relationships?"

**Level 5--Analysis**

Analysis is the systematic examination of facts in order to solve problems. The teacher must know and teach students the rules for valid conclusions. You should become aware of the reasons for using analytic questions:
1. To teach students to reason from the specific to the general (induction).

2. To teach students to reason from generalizations to specific instances (deduction).

3. To teach students to recognize and identify fallacies or common mistakes in reasoning.

**Example:** Effective instructors employ spontaneous and natural communication styles, but classroom analysis of communication is necessarily artificial and somewhat unnatural. Therefore, you can't really teach instructors to be effective communicators. Is this conclusion valid or invalid?

**Level 6—Synthesis**

Synthesis involves solving a problem through original and creative thinking. When synthesis questions are used, it is important that the atmosphere of the classroom be such that the students know that the teacher does not have an answer in mind which the student is expected to duplicate.

**Example:** "If we view communication as a transactional process, what how does this affect the role of the sender/receiver?" or "Use the components of the communication process to create your own model of communication."

**Level 7—Evaluation**

Students make assessments of good or bad, right or wrong.

**Example:** "In your own judgment what kinds of communication behavior in others creates barriers or breakdowns in your potential relationships with these individuals?" or "What is the most appropriate model of communication?"
LEADING AND PROCESSING ACTIVITIES


Why Use Activities?

What Preparation Needs To Be Done Before Leading The Activity?

1. Decide on the goal(s) and objective(s) for the activity.
2. Decide on the grouping you need (individuals, pairs, groups, whole class, etc.).
3. Decide on any materials needed.
4. Decide on the placement of the students.

What Steps Need To Be Considered When Actually Leading An Activity?

1. Capture Attention.
2. Give the students an overview of the coming activity.
3. Give the students a reason to participate.
4. Provide the needed details.
5. Check for questions.
6. Monitor their work.
7. Check to see if all groups are ready to share their outcome.
8. Capture Attention Again.
9. Set the environment for the sharing and the evaluation/critique.
10. PROCESS THE ACTIVITY.

EXPERIENCE the activity

DESCRIBE the activity (ask students questions to get them to tell you what happened—what did they see, hear, feel, think?)

INFERENCE the relationship between what they did and what they learned (refer back to the goal of the activity.)

TRANSFER experiences to real-life principles (how can we use this outside the classroom?)

THE FIRST DAY

Rules, Routines, Expectations

Evertson (1987) suggests:
(1) preparing and planning classroom rules and procedures in advance;
(2) communicating their expectations clearly;
(3) establishing routines, procedures, and expectations for appropriate
   performance;
   (p. 153).

According to Friedrich and Cooper (1990), there are three categories of information that
students wish to acquire on the first day of class:
(1) course coverage
(2) course rules
(3) teacher personality.

Set the tone for class climate

Break the ice

Discussion

Additional Readings and Resources


CommunicaTion as Critical Inquiiry (COM 110)

MWF 2:00 Fell 158
Section 46

Instructor: Dr. Cheri Simonds
Office: Fell 454
Office Phone: 438-3298 (direct line/voice mail)
Office Hours: MWF 1:00 or by appt.
E-mail: cjsimon@ilstu.edu

Texts:


Also Required:

A student access code to COM 110 web support (should be included with purchase of textbook)
A videotape for recording presentations
A three-ring binder (1 ½”) to be used for the course portfolio
An Interactive Classroom Device (Clicker)
A working e-mail account that you check regularly!

Several assignments and handouts will only be sent to you via e-mail. So, if you don't have one, make sure you set one up as soon as possible, and check it often. (Remember: ISU provides you with a free email account that you can check through the school's server. Contact the University Computer Help Desk at 438-HELP for more information.)

Communication as Critical Inquiry (COM 110) Course Goals

1) Students will become more competent communicators (using knowledge, skill, motivation, and judgment).
2) Students will become more critical consumers and producers of ideas and information (using analytical reasoning skills in the reception, collection, and presentation of ideas).
3) Students will conduct background research necessary to develop well-informed presentations.
4) Students will evaluate the communication skills of others (identifying effective and ineffective aspects of oral presentations).
5) Students will become more competent in communicating in small group discussions (articulating and defending their own ideas as well as listening to and considering the ideas of others).
6) Students will become more effective communicators in a democracy (demonstrating ethical communication, considering multiple perspectives on controversial issues, and managing conflict).

Assignments:
EXAMS: There will be one midterm exam and a comprehensive final exam. Exams will assess your understanding of communication concepts and theories, as well as your application and integration abilities.

SPEECHES: Each student will present three speeches:

   a. Informative speech (4-6 minutes w/at least 4 sources)
   b. Group presentation (25 minutes w/at least 10 sources)
   c. Persuasive speech (5-7 minutes w/at least 6 sources)

All three speeches must be completed to pass the course. Each presentation will be evaluated on content and delivery. Specific details will be clearly outlined in class. Typed outlines and references are required for each (a sample will be provided). You are always welcome to bring a preliminary outline to me for comments prior to your presentation date.

PORTFOLIO: The portfolio is a collection of your work in this course over the semester. It will represent your insights, observation, experiences, and reflections that illustrate course content. Although a detailed handout will be provided, the end product will consist of your Communication Improvement Profile (CIP) and Critical Thinking Self Assessment, the videotape of your speeches, copies of your draft and final outlines, research logs from each presentation, self critiques, a series of communication artifacts, and a final communication analysis paper and Critical Thinking Self Assessment.

SPEECH LAB: You will be required to visit the speech lab at least once during the semester to practice your speech. You can do this for either your informative or persuasive speech, but keep in mind that this activity must be completed before you actually present the speech in class. It is also recommended that you plan a visit to the speech lab at least one week before your speech so you have enough time to synthesize the feedback received from the attendant and incorporate it into your speech. Ultimately, the speech lab can be a useful tool in improving the quality of your speech and public speaking skills.

To schedule time in the speech lab, call 438-5339. The speech lab is located in the second floor atrium of Fell Hall, room 276. Make an appointment at your earliest convenience since the speech lab fills up fast. Being unable to get an appointment will not excuse you from this activity. Furthermore, to receive credit for this activity, you must ask the speech lab attendant for verification of your visit in writing. If you need to change or cancel your appointment, you will need to call the Speech Lab at 438-5339 or stop by in person (room 276 Fell Hall) 24 hours in advance. Failure to do so will result in NOT being allowed to make an appointment or participate at the Speech Lab for the rest of the semester.

ACTIVITIES: You are expected to come to class prepared to discuss and participate in activities associated with the readings. I will not lecture over the material you have read, rather I will synthesize the material into discussions and activities, of which, you will play a large role. In order to assess your preparation for class, you will hand in completed reading objectives which you may find in your spiral workbook.
PARTICIPATION: Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential. Participation is a function of attendance, demonstration of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates.

READING OBJECTIVES: You are required to complete the reading objectives, along with the extended comments, for each chapter covered in class. Reading objectives assess your preparation for participation in class. If you are not in class to participate, you may NOT turn in reading objectives for partial credit. They can be found in the spiral book and should be completed before each class session. I will always collect reading objectives at the end of every class period. They should be written (not typed) using proper grammatical structure. The reading objectives will not only help you review the material for a given class, but they will also prepare you for discussion and will serve as a study tool for the midterm and the final.

EVALUATION:

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<th>Assignment</th>
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<td>Activities</td>
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<td>Participation</td>
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The grading scale is a standard ten percentage point scale:
90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F

COURSE POLICIES:

ATTENDANCE: Regular attendance is expected. Being absent will deprive you of valuable class discussions and will also prevent you from fulfilling certain graded in-class activities which cannot be made up. Excessive absences will affect your participation grade in this class. You are always responsible for all material distributed in your absence. Also note, any/all materials are handed out only once. If you are not in class to receive them, you should obtain the information from a fellow student.

TARDINESS: Participation/Attendance sheets will be distributed at the beginning of each class session. If you are late (and please try NOT to be), you are responsible for completing this sheet immediately after class or you will not get credit for that day.

ASSIGNMENT DUE DATES: All speeches, assignments, and exams must be completed on the date assigned. If you are unprepared to deliver a speech on your assigned day (you sign up for your own speech dates) or do not come to class on an exam day, you will receive a ZERO for that assignment unless an alternate due date has been previously approved or documentation has been provided for extreme circumstances.
PROFESSIONAL COURTESY: Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, and disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

SPEECH ETIQUETTE: On speech days, you have dual responsibilities as a speaker and an audience member. When you are presenting, you will dress appropriately. When you are an audience member, you will be attentive and ask challenging but constructive questions when the speech is finished. Because most people are nervous when they give a speech, you will be supportive both verbally and nonverbally. You will never enter or leave the room while a speech is in progress.

CHEATING/PLAGIARISM: Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else’s work warrants plagiarism.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Community Rights and Responsibilities.

APA GRADES: During the 5th week of school, the university will send out Academic Progress Alert Grades. For purposes of this course, APA grades will be based on an anticipated grade rather than a calculated grade determined by class participation and presence/absence of work turned in to date. Grades will be given based on the following:
C—adequate progress in the course F—inadequate progress in the course

SPECIAL NEEDS: Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).

INSTRUCTIONAL TECHNOLOGY PASSPORT SYSTEM: As part of a new Performance-Based Assessment System, students at Illinois State University are expected to demonstrate the ability to use instructional technology appropriately. For complete information about the expectations, please visit the Instructional Technology Passport System web site at http://www.itps.ilstu.edu

In Com 110, you will be required to demonstrate proficiency in using Presentation Authoring tools (competency #3). You will use Microsoft PowerPoint to create a visual aid for your Informative Speech. If you do not meet the requirements in this speech, you may try again in your Persuasive Speech. If you do not meet the requirements a second time, a deficiency will be reported to the ITPS. If you are a teacher education major, you will need to make provisions for demonstrating this competency before you are admitted into the Professional Studies program.
Instructor: Dr. Steve Hunt, Co-Director Communication & Critical Inquiry
Office: Fell 458
Office Phone: 438-7279
Office Hours: TR 10:00 a.m.-11:30 a.m., & by appointment when necessary
E-mail: skhunt2@ilstu.edu

TEXTS:


ALSO REQUIRED:

A videotape for recording presentations
A three-ring binder (1”) to be used for the course portfolio
A student access code to COM 110 web support (should be included with purchase of textbook)
An Interactive Classroom Device (Clicker)

COMMUNICATION AS CRITICAL INQUIRY (COM 110) COURSE GOALS:

1) Students will become more competent communicators (using knowledge, skill, motivation, and judgment).
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6) Students will become more effective communicators in a democracy (demonstrating ethical communication, considering multiple perspectives on controversial issues, and managing conflict).

MY APPROACH TO TEACHING:

First of all, please keep in mind that I AM HERE TO HELP! My goal as an instructor is to do all I can to create an environment in which we all can learn from each other safely, productively, and happily. Every person in this class contributes to that environment, and together we share the power to determine whether or not we live up to that goal.
Please do not hesitate to ask questions, or ask for help, in or out of class. (Unless there is a privacy issue at stake, in-class is often best, since your classmates may have the same questions or concerns that you do, and then you are helping them, too.)

If you have any special needs that it would help for me to be aware of, please do let me know. I am committed to helping every student attain the best quality of education she or he can.

Ultimately, I believe that the quality of each student’s education is largely dependent on her or his own efforts, attitudes, and behaviors. It is important for you to know that I will bend over backwards to help you if I can see that you are putting forth the effort to do the work in this class.

COURSE POLICIES:

ATTENDANCE: It should be no surprise that in a class on language and communication, I expect attendance. The nature of this topic is such that your participation in discussion, exercises, and in providing feedback on speeches is a valuable and necessary part of the course experience. I expect you to be able to apply the things we discuss in class to your graded assignments. I will take attendance every day and I will be grading on your participation. (Obviously, you can only participate if you are present.)

PROFESSIONALISM: (1) This class begins on time. Habitual lateness counts cumulatively as absence(s). (2) Should you need to miss a class or an appointment, I would appreciate the same courtesy and sense of responsibility you would extend to an employer. (3) Professionalism includes respecting others’ opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. (4) On speech days, never walk in while someone else is giving his or her speech.

PROBLEMS: All work is expected on the date it is due. Make sure to anticipate those predictable problems so that you can prevent them. For example, running out of paper or printer ribbons, or losing something on a computer disk that you did not backup are problems that need not occur if you are looking ahead. (Supplies only run out when you need them, because that is the only time you use them!)

TOUGHER PROBLEMS: All work is still expected on the date it is due. In emergencies I will make other arrangements with individual students but such cases are relatively rare. Like most instructors, I am more understanding if you keep me informed: If you encounter problems, please let me know right away. I may be able to help.

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   c. Persuasive speech (5-7 minutes-6 sources)

All three speeches must be completed to pass the course. Each presentation will be evaluated on content and delivery. Specific details will be clearly outlined in class. Typed outlines and bibliographies are required for each (a sample will be provided). You are always welcome to bring a preliminary outline to me for comments prior to your presentation date.

PORTFOLIO: The portfolio is a collection of your work in this course over the semester. It will represent your insights, observation, experiences, and reflections that illustrate course content. Although a detailed handout will be provided, the end product will consist of your Communication Improvement Profile (CIP) and Critical Thinking Self Assessment, the videotape of your speeches, copies of your draft and final outlines, research logs from each presentation, self critiques, a series of communication artifacts, a participation log, and a final communication analysis paper and Critical Thinking Self Assessment.

QUIZZES AND ACTIVITIES: You are expected to come to class prepared to discuss and participate in activities associated with the readings. I will not lecture over the material you have read, rather I will synthesize the material into discussions and activities, of which, you will play a large role. In order to assess your preparation for class, I will give several unannounced quizzes throughout the semester. The answers to these quizzes will be quite obvious to one who has read the material! You may NOT make-up a quiz. Also note, any/all materials are handed out only once. If you are not in class to receive them, you should obtain the information from a fellow student.

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<td>Persuasive Speech</td>
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<td>Portfolio</td>
<td>100 pts.</td>
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<td>100 pts.</td>
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<tr>
<td>Final Exam</td>
<td>100 pts.</td>
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<tr>
<td>Quizzes/Activities</td>
<td>TBA</td>
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The grading scale is a standard ten percentage point scale:

90-100% = A ; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F
## TENTATIVE SCHEDULE FOR THREE-DAYS A WEEK

### UNIT 1: IMMERSION

| Week 1 | Aug. 20 (M) | Course Orientation/Introductions  
| | | Assign “Introductory” Speech  
| 22 (W) | “Introductory Speech”  
| | Defining Communication  
| | Assign CIP and CTSA  
| | Assign Portfolio  
| 24 (F) | Communication Apprehension/Confidence  
| | Ch. 2  
| Week 2 | 27 (M) | Critical Thinking  
| | Glossary of Shared Vocabulary/Critical Thinking Terms  
| | Operationalizing Critical Thinking in COM 110  
| 29 (W) | Ethical Communication  
| | Ch. 3  
| Sept. 31 (F) | Perception and Self Concept  
| | Ch. 4  
| | CIP & CTSA DUE  
| Week 3 | 3 (M) | NO CLASS  
| | Labor Day  

### UNIT 2: MESSAGE CLARITY

| Week 4 | 5 (W) | Assign Informative Speech  
| | Topic Selection  
| | What is Information Literacy? Why is it Important?  
| 7 (F) | Audience Analysis  
| | Ch. 6  
| Week 5 | 10 (M) | Library Contact  
| 12 (W) | Supporting Your Ideas  
| | Tests of Evidence  
| 14 (F) | Organization  
| | Ch. 8  
| 17 (M) | Outlining  
| | Ch. 9  
| 19 (W) | Introductions and Conclusions  
| | Ch. 10  
| 21 (F) | Presentation Aids  
| | Ch. 12  

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Week 6
24 (M) Language Ch. 11
26 (W) Delivery Ch. 13
28 (F) Speech Tips/Reminders
Assign Peer/Self Evaluations See Evaluating Messages App. D

Week 7
Oct. 1 (M) Informative Speeches
3 (W) Informative Speeches
5 (F) Informative Speeches

Week 8
8 (M) Informative Speeches
19 (W) Review for Midterm Exam
Group Presentations Assigned
12 (F) MIDTERM EXAM

UNIT 3: MESSAGE RESPONSIVENESS

Week 9
15 (M) Group Communication Ch 14
17 (W) Cultural Influences PP Slides
19 (F) Library Contact

Week 10
22 (M) Listening and Critical Thinking Ch. 15 & 16
Argumentation and Fallacies PP Slides
24 (W) Managing Conflict PP Slides
26 (F) Group Presentations

Week 11
29 (M) Group Presentations

UNIT 4: PERSUASIVE COMMUNICATION

31 (W) Persuasive Speech Assigned Ch. 16
Fact, Value, and Policy
Nov. 2 (F) Organizing Persuasive Speeches
### Week 12
- **5 (M)**  Persuasive Appeals (Ethos, Pathos, and Logos)  Ch. 17  
- **7 (W)**  Refuting Counterarguments/Audience Analysis  
- **9 (F)**  Toulmin Argument Model  Ch 17 cont

### Week 13
- **12 (M)**  Critical Thinking Activities  
- **14 (W)**  Persuasion Activities  
- **16 (F)**  Assign Synthesis Paper and CTSA Assign Portfolio

### Week 14
- **19-25**  NO CLASS  Thanksgiving Break

### Week 15
- **26 (M)**  Speech Tips/Reminders  
  Assign Peer/Self Evaluations  
- **28 (W)**  Persuasive Speeches  
- **30 (F)**  Persuasive Speeches

### Week 16
- **Dec. 3 (M)**  Persuasive Speeches  
- **5 (W)**  Persuasive Speeches  
  Portfolio Reminders

### UNIT 5: SYNTHESIS
- **7 (F)**  Review for Final  
  Reflection and Synthesis of Course  
  Course Evaluation  
  Synthesis Paper & CTSA DUE  
  Portfolios DUE  
  Ch 18  
- **TBA**  FINAL EXAM  
  Pick Up Portfolios
TENTATIVE SCHEDULE FOR TWO-DAYS A WEEK
UNIT 1: IMMERSION

Week 1
Aug. 21 (T)  Course Orientation/Introductions
             Assign “Introductory Speech”
             Defining Communication Ch 1

             22(R)  Assign CIP and CTSA
                    Assign Portfolio
             Communication Apprehension/Confidence Ch. 2
             Present Introductory Speech

Week 2
28 (T)  Critical Thinking
           Glossary of Shared Vocabulary/Critical Thinking Terms
           Operationalizing Critical Thinking in COM 110

             30 (R)  Ethical Communication Ch. 3
                    Perception and Self Concept Ch. 4
                    CIP & CTSA DUE

Week 3
UNIT 2: MESSAGE CLARITY

Sept 4 (T)  Assign Informative Speech
            Topic Selection Ch 5

            6 (R)  Audience Analysis Ch. 6
            What is Information Literacy? Why is it Important?

Week 4
11 (T)  Library Contact

            13 (R)  Supporting Your Ideas Ch 7
                   Tests of Evidence
                   Organization Ch. 8

Week 5
18 (T)  Outlining Ch. 9
           Introductions and Conclusions Ch. 10

            20 (R)  Presentation Aids Ch. 12

Week 6
25 (T)  Language Ch. 11
           Delivery Ch. 13
### Week 7
1. **Oct. 2 (T)** Informative Speeches
2. **4 (R)** Informative Speeches

### Week 8
3. **9 (T)** Review for Midterm Exam
   - Group Presentations Assigned
4. **11 (R)** MIDTERM EXAM

#### UNIT 3: MESSAGE RESPONSIVENESS

<table>
<thead>
<tr>
<th>Week 9</th>
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<th>Activity</th>
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<td>Argumentation and Fallacies</td>
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<td>Managing Conflict</td>
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<td>25 (R)</td>
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### Week 11
5. **30 (T)** Group Presentations

#### UNIT 4: PERSUASIVE COMMUNICATION

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<th>Week 13</th>
<th>Date</th>
<th>Activity</th>
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<td>13 (T)</td>
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<td>Persuasion Activities</td>
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<td>15 (R)</td>
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<td>Assign Synthesis Paper and CTSA</td>
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<td></td>
<td>Speech Tips/Reminders</td>
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<td>Assign Peer/Self Evaluations</td>
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</table>
Week 14
19-25  NO CLASS  Thanksgiving Break

Week 15
27 (T)  Persuasive Speeches

29 (R)  Persuasive Speeches

Week 16
Dec. 4 (T)  Persuasive Speeches
          Portfolio Reminders

          UNIT 5: SYNTHESIS

6 (R)  Review for Final  Synthesis Paper & CTSA DUE
       Reflection and Synthesis of Course  Portfolios DUE
       Course Evaluation  Ch 18

TBA     FINAL EXAM  Pick Up Portfolios
UNIT 1: IMMERSION

Week 1
Aug 20th
Course Orientation/Introductions
Assign “Introduction Speech”
Defining Communication Ch 1
Assign CIP and CTSA
Assign Portfolio
Communication Apprehension/Confidence Ch. 2

Week 2
Aug 27
“Introduction Speech”
Critical Thinking
Glossary of Shared Vocabulary/Critical Thinking Terms
Operationalizing Critical Thinking in COM 110
Ethical Communication Ch. 3
Perception and Self Concept Ch. 4
CIP & CTSA DUE

Week 3
Sept 3
NO CLASS Labor Day

UNIT 2: MESSAGE CLARITY

Sept 4
Assign Informative Speech
Topic Selection Ch 5
What is Information Literacy? Why is it Important?
Audience Analysis Ch. 6

Week 4
Sept 10
Library Contact
Supporting Your Ideas Ch 7
Tests of Evidence
Organization Ch. 8

Week 5
Sept 17
Outlining Ch. 9
Introductions and Conclusions Ch. 10
Presentation Aids Ch. 12

Week 6
Sept 24
Language Ch. 11
Delivery Ch. 13
Speech Tips/Reminders
Assign Peer/Self Evaluations See Evaluating Messages App. D

Week 7
Oct 1
Informative Speeches

Week 8
Oct 8
Informative Speeches
Review for Midterm Exam
Group Presentations Assigned
MIDTERM EXAM

78
# UNIT 3: MESSAGE RESPONSIVENESS

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<thead>
<tr>
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<td>Ch. 15 &amp; 16</td>
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<td>Managing Conflict</td>
<td>PP Slides</td>
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## UNIT 4: PERSUASIVE COMMUNICATION

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<td>Persuasive Appeals (Ethos, Pathos, and Logos)</td>
<td>Ch. 17</td>
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<td>Refuting Counterarguments/Audience Analysis</td>
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<td>Toulmin Argument Model</td>
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<td>Nov 12</td>
<td>Persuasion Activities</td>
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<td>Assign Synthesis Paper and CTSA</td>
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<td>Assign Portfolio</td>
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<td></td>
<td>Assign Peer/Self Evaluations</td>
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<th>Week 14</th>
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<td>Nov 19-25</td>
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## UNIT 5: SYNTHESIS

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<td>Portfolios DUE</td>
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| TBA             | FINAL EXAM                | Pick Up Portfolios        |
|                 |                           |                           |
Participation Log Assignment

The purpose of this assignment is to provide you with a mechanism to carefully track your participation over the semester. To accomplish this goal, you will construct a log of your participation efforts including, but not limited to, the following activities: **level of preparedness for class** (e.g., completing readings, reading objectives, coming to class prepared to engage in discussion), **engagement in class discussion** (e.g., oral contributions to class discussion, participation in class activities), **outside of class involvement** (e.g., readings not assigned for the class related to course content, participation in on-campus activities related to course content, talking with others about course content), and **number of absences**. Most importantly, it is your responsibility to keep track of this information on a **DAILY** basis!

Use the following criteria to assess your participation in COM 110:

**A** = Outstanding participation (typically completely prepared for class having read all of the required readings and completed reading objectives, contributed to the classroom experience for self and others, allowed/encouraged others to contribute in class; had insightful comments/questions for classmates and instructor; took a leading role in class activities; substantial outside of class involvement).

**B** = Good participation (prepared for class having looked over required readings and partially completed reading objectives; offered good comments and took an active role in class activities; significant outside of class involvement).

**C** = Average participation (responded to questions adequately; moderately prepared, participated in class activities; some outside of class involvement).

**D** = Poor participation (often poorly prepared; responded to questions, but briefly and with little elaboration; came to class late; little outside of class involvement).

**F** = Insufficient participation (came to class, but typically contributed little or nothing; continually arrived in class more than 10 minutes late).

In addition, the following should also be taken into consideration as you prepare your participation log:

- If you are absent from class more than three times over the course of the semester, you cannot earn higher than a **B** for participation; more than four you cannot earn higher than a **C** for participation; more than five you cannot earn higher than a **D** for participation
- You must develop an entry for each day of class—if you are absent you must make an entry explaining why.
- You will write a brief paper (approximately 2 pages) to be **turned in with your log** in which you argue for the grade you should receive (30 points possible).

Remember, it is **YOUR** responsibility to keep track of this material over the course of the semester!
Name:__________________________

**Syllabus Quiz (Dr. Hunt)**

1. What are the main sections of the syllabus?

2. Of the main topics covered in this course, which ones are of most interest to you? Why?

3. How will your grade be determined in this course?

4. What are the four most important things you believe a successful student must do to learn the most and get the best grade possible in this course?
   1. 
   2. 
   3. 
   4. 

5. List any inquiry questions you have about the syllabus.
Attendance and active participation are a necessary part of this course. Each class period you will grade your participation. Please fill in your score (whole numbers only) based upon the following scale and provide a rationale for your score. Scores may be adjusted if the point value is not consistent with the rationale or the criteria for evaluation.

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<thead>
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<th>Score</th>
<th>Description</th>
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<td>Outstanding participation (completely prepared for class having read all of the required readings and completed reading objectives, contributed to the classroom experience for self and others, allowed/encouraged others to contribute in class; had insightful comments/questions for classmates and instructor; took a leading role in class activities)</td>
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<tr>
<td>4</td>
<td>Good participation (prepared for class having looked over required readings and partially completed reading objectives; offered good comments and took an active role in class activities.</td>
</tr>
<tr>
<td>3</td>
<td>Average participation (responded to questions adequately; moderately prepared, participated in class activities)</td>
</tr>
<tr>
<td>2</td>
<td>Poor participation (poorly prepared; responded to questions, but briefly and with little elaboration; came to class late)</td>
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<td>1</td>
<td>Came to class, but contributed little or nothing; Arrived in class more than 10 minutes late.</td>
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<td>0</td>
<td>Absent from class; entered class during another student’s speech.</td>
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<tr>
<th>Date</th>
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Total ______ / ______ = __________%
INSTRUCTOR EVALUATION FORM: INFORMATIVE SPEECH

Name: ___________________________  Topic: ___________________________

OUTLINE AND REFERENCES (10 pts.)
Purpose statement clear
Follows Outline Format
References correct/sufficient

INTRODUCTION (20 pts.)
Gained attention
Showed relevance of topic to audience
Established credibility
Introduced topic/thesis statement clearly
Previewed body of speech

BODY (30 pts.)
Main points clear
Strong evidence & supporting material
Organization effective
Language precise, clear, powerful
Transitions effective
Sources are well integrated, credible, & cited fully

CONCLUSION (10 pts.)
Audience prepared for conclusion
Purpose & main points reviewed
Closed speech by reference to intro./other devices

DELIVERY (15 pts.)
Maintained eye contact
Used voice, diction, & rate for maximum effect
Used space, movement, & gestures for emphasis

OVERALL IMPRESSION (15 pts.)
Topic challenging
Adapted to audience
Maintained time limits
Evidence of preparation & practice
Quality & relevance of visual aids
Was informative

TOTAL POINTS  _____
### INSTRUCTOR EVALUATION FORM: INFORMATIVE SPEECH

Name: ________________________________  Topic: ________________________________

#### OUTLINE AND REFERENCES (10 pts.)
- Purpose statement clear  
- Follows Outline Format  
- References correct/sufficient

#### INTRODUCTION (20 pts.)
- Gained attention  
- Showed relevance of topic to audience  
- Established credibility  
- Introduced topic/thesis statement clearly  
- Previewed body of speech

#### BODY (30 pts.)
- Main points clear  
- Strong evidence & supporting material  
- Organization effective  
- Language precise, clear, powerful  
- Transitions effective  
- Sources are well integrated, credible, & cited fully

#### CONCLUSION (10 pts.)
- Audience prepared for conclusion  
- Purpose & main points reviewed  
- Closed speech by reference to intro./other devices

#### DELIVERY (15 pts.)
- Maintained eye contact  
- Used voice, diction, & rate for maximum effect  
- Used space, movement, & gestures for emphasis

#### OVERALL IMPRESSION (15 pts.)
- Topic challenging  
- Adapted to audience  
- Maintained time limits  
- Evidence of preparation & practice  
- Quality & relevance of visual aids  
- Was informative

#### TOTAL POINTS

85
INSTRUCTOR EVALUATION FORM: INFORMATIVE SPEECH

Name: ____________________________  Topic: ____________________________

OUTLINE AND REFERENCES (10 pts.)
Purpose statement clear
Follows Outline Format
References correct/sufficient

INTRODUCTION (20 pts.)
Gained attention
Showed relevance of topic to audience
Established credibility
Introduced topic/thesis statement clearly
Previewed body of speech

BODY (30 pts.)
Main points clear
Strong evidence & supporting material
Organization effective
Language precise, clear, powerful
Transitions effective
Sources are well integrated, credible, & cited fully

CONCLUSION (10 pts.)
Audience prepared for conclusion
Purpose & main points reviewed
Closed speech by reference to intro./other devices

DELIVERY (15 pts.)
Maintained eye contact
Used voice, diction, & rate for maximum effect
Used space, movement, & gestures for emphasis

OVERALL IMPRESSION (15 pts.)
Topic challenging
Adapted to audience
Maintained time limits
Evidence of preparation & practice
Quality & relevance of visual aids
Was informative

TOTAL POINTS _______
TRAINING PACKET
FOR EVALUATING SPEECHES
Prepared by Cheri J. Simonds and Stephen K. Hunt

Table of Contents

- Quicksheet Evaluation Forms with Criteria
- Major Themes in Developing Criteria
- Types of Speech Feedback and Using Feedback/Criteria to Determine Score
- Outline and References for "C" Speech
- Outline and References for "A" Speech
- Video of "C" and "A" Speech (not included)
- Sample Evaluations for "C" Speech
- Sample Evaluations for "A" Speech
- Worksheet for Evaluating Introductions
- Criteria for Evaluating Speeches
MAJOR THEMES IN DEVELOPING CRITERIA
AND GRADING SCALE

• (D) = Present in outline or speech, but not both.
• (C) = Present—Meets requirement of the assignment.
• (B) = Logically flows, well integrated.
• (A) = Creative, unique, captivating, powerful.

Outline and References (10 Possible Points)
  9 = A
  8 = B
  7 = C
  6 = D

Introduction (20 Possible Points)
  18 = A
  16 = B
  14 = C
  12 = D

Body (30 Possible Points)
  27 = A
  24 = B
  21 = C
  19 = D

Conclusion (10 Possible Points)
  9 = A
  8 = B
  7 = C
  6 = D

Delivery (15 Possible Points)
  13.5 = A
  12 = B
  10.5 = C
  9 = D

Overall Impression (15 Possible Points)
  3.5 = A
  12 = B
  10.5 = C
  9 = D
TYPES OF SPEECH FEEDBACK

Positive Non-Descriptive: Positive non-descriptive comments say that the student did a good job but do not describe or detail how the task was accomplished. These comments generally identify which behavior is performed well, but lack any specificity. Positive non-descriptive comments will use qualitative language from the A or B criteria and indicate a skill on the behavior list. When feedback is high inference in nature, it is considered non-descriptive. For example, effective, funny.

Examples:
- Good Eye Contact
- Clear Thesis
- Thorough Development
- Excellent Visual Aids
- Plus Marks (+)
- Happy Faces (☺)
- Yes
- Very Appropriate
- Letter Grades (a or b)
- Funny (high inference)
- Effective (high inference)

Positive Descriptive: Positive Descriptive comments are those that say that the student did a good job, and specifically describe or detail what was liked about how the student accomplished their task (going above and beyond what is listed as a skill in the behavior set). Positive Descriptive comments will use qualitative language for the A or B criteria, identify the behavior or skill, and provide additional specificity that includes mention of a behavior or skill not listed in the behavior set. These comments transcend the requirements of non-descriptive comments and may give students some advice and/or future direction. In other words, positive descriptive comments may indicate repeatable behaviors for continued success. Positive descriptive comments are also low inference in nature. For example, nice energy and enthusiasm in your closing remarks.

Examples:
- Good job of engaging your audience through the use of facial expression and direct eye contact.
- Nice job of incorporating full source citations into the flow of your presentation.
- Your Visual Aids are very professionally produced and incorporated smoothly into the presentation.
- Cool quote to close.

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**Negative:** Negative comments criticize the speech without providing suggestions for improvement. These comments generally identify which behavior is present, lacking, or performed poorly, but lack any specificity (or are high inference in nature). Note to ISU coders: If the quicksheet is used, code C and D items in this category.

Examples:

- Poor Eye Contact
- Use APA references
- Only heard 2 sources
- Conclusion not stated
- Visual Aids need work
- Minus marks (-)
- Check marks
- Letter grades (c, d, or f)
- No
- Neutral statements (present or completed, adequate, fine, ok, sufficient, appropriate)
- Be more effective (high inference)

**Constructive:** Constructive comments acknowledge the need for improvement in the speech and provide specific direction or detail on how to improve (going above and beyond what is listed as a skill in the behavior set). These comments transcend the requirements of negative comments and may give students some advice and/or future direction. In other words, constructive comments make a request of the student or ask him/her to do something different next time. These suggestions are low-inference in nature—that is, you can assume that the student would reasonably know specific behaviors to engage in based on the feedback. For example, *be confident.*

Examples:

- You need more direct eye contact. Try using fewer note cards and gaze more directly with more of your audience.
- Try to provide more complete information for each source. I would suggest putting complete information on your note-cards.
- Your Visual Aids need to be larger and bolder. Practice incorporating them into the flow of your speech.
- Read less.
- Be confident.

**USING FEEDBACK/CRITERIA TO DETERMINE SCORE**

*“C” Speeches:* will meet all of the requirements for the assignment and the criteria for a “C” speech. However, “C” speeches will contain a preponderance of constructive comments. Start by writing negative comments during the presentation and provide elaboration (constructive comments) when completing the evaluation.

*“A” Speeches:* will exceed the requirements for the assignment, the criteria for an “A” speech, and will contain a preponderance of positive descriptive comments. Start by writing positive comments during the presentation and provide elaboration (positive-descriptive comments) when completing the evaluation.

**Notes:** Use language from the criteria form to provide elaboration. Examine the relationship between the types of comments provided (constructive/positive-descript) and the score for each graded category (outline, introduction, body, conclusion, deliver, impression).
OUTLINE FOR INFORMATIVE SPEECH “C”
Roman Coliseum

Specific Purpose: To inform the audience about the Roman Coliseum.

Thesis/Central Idea: Because the Coliseum’s architecture is amazing and the games held inside were so terrible, it is being rebuilt today.

Organizational Pattern: Topical

I. Introduction

A. Attention Getter: Can you imagine fighting for your life in front of thousands of people?
B. Relevance: History is a useful subject to learn in school because of the many lessons it teaches us, and the Roman Coliseum is a part of history.
C. Credibility: Did you hear about the Roman Coliseum in your history classes? I learned about it in my high school history class and was so interested in it that I did research in the library and on the Internet.
D. Thesis: Because the Coliseum’s architecture is amazing and the games held inside were so terrible, it is being rebuilt today.
E. Preview: So, [show transparency] first I will tell you what it looked like, then tell you about some of the games, and finally, tell you what’s going on today.

Transition: First, I will tell you what the Coliseum looked like.

II. Body

A. What the Coliseum Looked Like
   1. According to www.govoyageur.com, the Emperor Vespasian had the Coliseum built on an old swamp.
      a. The Coliseum was the first “People’s Palace,” because it had given the land back to the people.
      b. Although people don’t agree on how long it took to build, most say that hundreds of men did 8 years of really hard work.
   2. The architecture of the Coliseum was amazing.
      a. It had 80 different doors or places to come in and leave, where all 50,000 people could leave in only 3 minutes. Our basketball gyms today can’t do that.
      b. The really rich people got to sit on marble benches, and the people who weren’t so rich sat on wooden ones. People from other countries, slaves, and women had to stand in the back.
      c. The floor of the Coliseum was made out of wood, but it was covered with sand.

Transition: Now I’ll tell you a little bit about the games that happened there.

B. The Games at the Coliseum
   1. Right away when it first opened, if you were a Roman, you didn’t have to dish out any dough to go to the games.
   2. First, according to ablemedia’s website, there were fights between wild animals that came from far away lands, like Africa. Lions would fight against tigers, and bears would fight against bulls.
   3. Next, there were executions. In ancient Rome, they wanted you to feel tons of pain while you died. So they would crucify people on crosses, burn them alive, or have wild animals, like lions or dogs, eat them.
   4. Finally, the gladiators would come out and fight.
      a. Gladiators would sometimes fight in groups or one on one, but they all would have different outfits and things to fight with.
      b. For example, the Thracian had a saber and shield, and the retiarius had a net and small trident. [show video clip]
c. That was a part of the movie of groups of gladiators fighting each other. One group had to use chariots, while the other group had to fight being chained to each other.

**Transition:** So let’s see what the Coliseum is like today.

**C. What the Coliseum is Like Today**

1. After lots of years of the Coliseum’s games, some guy ran into the arena, yelling for them to stop killing people, but the people killed him.
   a. The gladiators didn’t ever fight again, and 100 years later, all the games stopped.
   b. Then, people started to take rocks from the Coliseum in order to build other buildings.

**III. Conclusion**

**A. Thesis/Summary:** Because the Coliseum’s architecture is amazing and the games held inside were so terrible, it is being rebuilt today. Now I hope you know of what the Coliseum looks like, about the games that happened inside, and what’s going on today.

**B. Memorable Close:** For as Senator Gracus in the movie “Gladiator” said, “The beating heart of Rome is the sand of the Coliseum.” Hopefully, maybe one day you can visit the Coliseum and remember my speech. Thank you.
References C Speech


OUTLINE FOR INFORMATIVE SPEECH “A”

Roman Coliseum

Specific Purpose: To inform the audience about the Roman Coliseum.

Thesis/Central Idea: To truly understand the historical impact the Coliseum has had on civilization, it is important to learn of the architectural wonders of the Coliseum, the terror of the Roman Games, and the present plans for its restoration.

Organizational Pattern: Topical

I. Introduction

A. Attention Getter: Imagine yourself being ushered up a dark hallway and into a huge, outdoor theatre. Here you are greeted by 50,000 screaming spectators and one man—crazy for your death, hungry for the thought of ripping you apart limb from limb. You and Blood Thirsty are the only ones inside an arena encompassed by a 15-foot wall, and the 50,000 people are waiting for you to die.

B. Relevance: From professional football and basketball games to the sporting events at ISU’s Redbird Arena, much of our culture is influenced by the success of one great sports arena built nearly 2000 years ago. The author Alan Baker, in his book, “The Gladiator,” published in 2001, makes the connection between the ancient Roman games and our culture today. Our own athletes, he states, “…are merely the pale echoes of the ancient fighters… [they] display their skill and aggression before thousands of screaming spectators, with millions more watching on television. This is exactly what happened in the ancient world.”

C. Credibility: As a history major focused on Roman studies, I have always been enamored with the stories surrounding the Coliseum. Further, a tour of Ancient Rome this past summer intensified my horror and fascination with this great monument.

D. Thesis: To truly understand the historical impact the Coliseum has had on civilization, it is important to learn of the architectural wonders of the Coliseum, the terror of the Roman Games, and the present plans for its restoration.

E. Preview: Therefore, [show transparency] we will first, lay the foundation by describing its design and construction, next, live through a day at the games, and finally, learn of the present plans to restore and renovate this ancient monument to its original glory.

Transition: To begin, we will lay the foundation by describing its design and construction.
II. Body

A. The Coliseum’s Construction


2. Considering the games were held 1900 years ago, the construction was considered pure genius.
   a. The outdoor theatre boasted 80 entrances, with a design so incredibly pragmatic that each was equipped with a numbered staircase, ensuring the simultaneous exit of about 50,000 individuals in 3 minutes flat. Our sports stadiums today cannot even accomplish this feat.
   b. Just as we look down from gymnasium bleachers, spectators would look down upon the wooden arena floor. However, the Coliseum’s floor was covered with sand, which served to soak up large quantities of blood. The floor also concealed a labyrinth of tunnels, trapdoors, and a complicated system of chains and pulleys, similar to our modern-day elevators.

Transition: Now that we have laid the foundation of the Coliseum’s construction, let us live through a day at the Roman Games.

B. A Day at the Games

1. As ISU students, part of our tuition pays for Redbird Arena. However, at the Coliseum’s inception, it was a Roman citizen’s right to attend the games free of charge. And just as we are treated to semesters of games, it was not uncommon for emperors to treat their subjects to many months of games.

2. The mornings began with fights between wild animals. One battle involved a bull and a panther, each at the end of a chain. They could barely reach other, and they were forced to tear each other apart piece by piece. Lions would be matched against tigers and bears pitted against bulls.

3. Lunchtime executions followed. The scholar Baker, as cited earlier, states that the infliction of pain was an essential part of punishment in ancient Rome. Therefore, common methods included crucifixions, being burned alive, and being thrown to wild beasts. In fact, Emperor Constantine would order molten lead to be poured down the condemned’s throats.

4. The best attraction was saved for the afternoon: gladiatorial combat. The following videoclip is taken from the 2000 epic film, Gladiator, in which Russell Crowe stars. As stated earlier, notice the concealed trapdoors in the arena floor. [Show videoclip.]

Transition: Now that we have lived through the terror of the Roman games, let us learn of the present plans to restore and renovate this ancient monument to its original glory.
C. The Present Life of the Coliseum

1. After 300 years of this publicly accepted entertainment a monk named Telemachus ran into the arena, screaming for them to stop. However, the mob was not to be cheated of their entertainment, and he was torn to pieces.
   a. Although gladiatorial combat was subsequently banned, the battles and executions involving wild beasts took another 100 years to end.
   b. Stones were taken from the Coliseum to construct other buildings during the Middle Ages, and the inner arena, as shown here [show transparency] became overgrown with weeds and vegetation.

2. Recently, [show transparency] the national geographic website reported in July of 2001, that a restoration project is underway to reinstate the Coliseum, which is located near the center of modern Rome.
   a. It will take 8 years and cost 18-million dollars.
   b. It will also continue to allow international tourists to attend Greek plays and gladiatorial exhibitions.

Transition: Once restored, it will encompass, as historian Dr. Alison Futrell states in her 1997 book, “Blood in the Arena,” “all the glory and doom of the Roman Empire.”

III. Conclusion

A. Thesis/Summary: In many ways, the Coliseum has influenced the development of civilization and will likely do so for years to come. The Coliseum’s construction was truly genius, bearing witness to the wealth of the Roman Empire. The games, unlike those at Redbird Arena, served bloodshed and agony, in the form of wild beasts, executions and gladiators. Hopefully, the restoration of the Coliseum will see much less bloodshed.

B. Memorable Close: To quote the 7th century historian and monk, the Venerable Bede, in his famous “Ecclesiastical History of the English people,” “While the Coliseum stands, Rome shall stand; when the Coliseum falls, Rome shall fall; when Rome falls, the world shall fall.”
References A Speech


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<th><strong>INSTRUCTOR EVALUATION FORM: INFORMATIVE SPEECH</strong></th>
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**Name:** SAMPLE  
**Topic:** COLISEUM “C” (negative)

### Outline & References (10 pts.)
- **Follows Outline Format:** nice job
- **References correct/sufficient:** could have had better references

### Introduction (20 pts.)
- **Gained attention:** yes
- **Showed relevance of topic to audience:** kind of
- **Established credibility:** weak credibility
- **Introduced topic/thesis statement clearly:** could be better
- **Previewed body of speech:** yes

### Body (30 pts.)
- **Main points clear:** ok
- **Strong evidence and supporting material:** could have better sources
- **Organization effective:** worked ok
- **Language precise, clear, powerful:** not really-work on this
- **Transitions effective:** not creative-were short
- **Sources are well integrated, credible, & cited fully:** poorly cited

### Conclusion (10 pts.)
- **Audience prepared for conclusion:** not really-kind of sudden
- **Purpose and main points reviewed:** ok
- **Closed speech by reference to intro./other devices:** not very memorable

### Delivery (15 pts.)
- **Maintained eye contact:** very weak
- **Used voice, diction, & rate for maximum effect:** could be better
- **Used space, movement and gestures for emphasis:** no

### Overall Impression (15 pts.)
- **Topic challenging:** good
- **Adapted to audience:** not this particular audience
- **Maintained time limits:** yes
- **Evidence of preparation & practice:** ok
- **Quality and relevance of visual aids:** poorly done
- **Was informative:** yes

**TOTAL POINTS _______**
## INSTRUCTOR EVALUATION FORM: INFORMATIVE SPEECH

<table>
<thead>
<tr>
<th>Name: SAMPLE</th>
<th>Topic: COLISEUM “C” (constructive)</th>
</tr>
</thead>
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### Outline & References (10 pts.)
- Follows Outline Format - yes
- References correct/sufficient - try to incorporate more credible sources

### Introduction (20 pts.)
- Gained attention -try to be a little more creative, engaging, and energetic with your attn. getter.
- Showed relevance of topic to audience -need to be more specific to this audience
- Established credibility - attempted to connect to topic, but what Made you interested in the topic?
- Introduced topic/thesis statement clearly -adequate
- Previewed body of speech -clearly stated main points

### Body (30 pts.)
- Main points clear -yes
- Strong evidence and supporting material -claims could be better developed– need to provide more info from more credible sources
- Organization effective -ok
- Language precise, clear, powerful -language is clear but needs to be more powerful, also try to economize language use
- Transitions effective -use internal summaries, try incorporating linguistic devices
- Sources cited appropriately -cite sources fully by including dates & authors do not read URL, rather state website title

### Conclusion (10 pts.)
- Audience prepared for conclusion -must transition into conclusion!
- Purpose and main points reviewed -ok
- Closed speech by reference to intro/other devices -end with the quotation rather than adding a statement to be more powerful

### Delivery (15 pts.)
- Maintained eye contact -relied too heavily on outline, switch to note cards and try to not write as much information on them
- Used voice, diction, & rate for maximum effect -check word pronunciation (e.g., retiarius, Vespasian)
- Used space, movement and gestures for emphasis -once you become familiar with the content, focus on using gestures & taking a few steps during transitions

### Overall Impression (15 pts.)
- Topic challenging -yes, but could be better developed
- Adapted to audience - try to make several references that are unique to this audience throughout entire speech
- Maintained time limits -yes
- Evidence of preparation & practice -a visit to the speech lab would help a great deal
- Quality and relevance of visual aids -videoclip was too long, a colorful transparency would add professionalism
- Was informative -yes

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**TOTAL POINTS _____**
## INSTRUCTOR EVALUATION FORM: INFORMATIVE SPEECH

### Name: SAMPLE  
### Topic: COLISEUM “A” (positive-nondescript)

**Outline & References (10 pts.)**
- Follows Outline Format: completed well
- References correct/sufficient: sufficient & recent, followed APA

**Introduction (20 pts.)**
- Gained attention: creative & original
- Showed relevance of topic to audience: great
- Established credibility: personal connection to topic presented!
- Introduced topic/thesis statement clearly: yes
- Previewed body of speech: well done!

**Body (30 pts.)**
- Main points clear: yes
- Strong evidence and supporting material: sources ok
- Organization effective: yes!
- Language precise, clear, powerful: excellent
- Transitions effective: nice citations

**Conclusion (10 pts.)**
- Audience prepared for conclusion: yes
- Purpose and main points reviewed: good job
- Closed speech by reference to intro./other devices: excellent close

**Delivery (15 pts.)**
- Maintained eye contact: yes!
- Used voice, diction, & rate for maximum effect: well done!
- Used space, movement, & gestures for emphasis: well done!

**Overall Impression (15 pts.)**
- Topic challenging: yes
- Adapted to audience: well done!
- Maintained time limits: yes
- Evidence of preparation & practice: definitely!
- Quality and relevance of visual aids: well chosen
- Was informative: yes

**TOTAL POINTS**

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100
INSTRUCTOR EVALUATION FORM: INFORMATIVE SPEECH

Name: SAMPLE

Topic: COLISEUM “A” (positive-descriptive)

Outline & References (10 pts.)
Follows Outline Format          -nice visual framework
References correct/sufficient   -credible sources, followed APA format well _______ pts.

Introduction (20 pts.)
Gained attention          -innovative, used suspense and imagery!
Showed relevance of topic to audience -established importance of topic to specific audience
Established credibility     -presented a personal connection to topic
Introduced topic/thesis statement clearly -powerfully worded thesis, used parallel structure
Previewed body of speech   -creative, nice use of alliteration _______ pts.

Body (30 pts.)
Main points clear          -yes!
Strong evidence and supporting material -rich understanding of literature; vivid descriptions of architecture, games, etc.
Organization effective     -yes!
Language precise, clear, powerful -excellent use of vivid, clear, & descriptive language
Transitions effective      -good repetition & preview during transitions
Sources cited appropriately -well done, very thorough verbal cites _______ pts.
   -try to incorporate more of a variety (e.g., journals, magazines, newspapers)

Conclusion (10 pts.)
Audience prepared for conclusion -well-chosen quotation as transitional phrase
Purpose and main points reviewed -good job making reference to audience
Closed speech by reference to intro./other devices -closing quote reiterated power of the Coliseum _______ pts.

Delivery (15 pts.)
Maintained eye contact      -yes! eye contact was purposeful and pleasant
Used voice, diction, & rate for maximum effect -great vocal variety, and conversational tone
Used space, movement, & gestures -try to add movement—perhaps while transitioning
   for emphasis -gestures revealed enthusiasm—make them purposeful _______ pts.

Overall Impression (15 pts.)
Topic challenging          -yes- very interesting and informative
Adapted to audience       -made several references to ISU students throughout
Maintained time limits     -yes
Evidence of preparation & practice -preparation is very apparent, try to increase enthusiasm
Quality and relevance of visual aids -transparencies were colorful & relevant, great clip
Was informative           -yes _______ pts.

TOTAL POINTS _______

WORKSHEET FOR EVALUATING INTRODUCTIONS

Name: SAMPLE WORKSHEET

Introduction (20 pts.)

**Gained attention**
Excellent use of imagery to captivate audience

**Showed relevance of topic to audience**
Established importance of topic, well integrated, but could be a little more specific to this particular audience

**Established credibility**
Oops! Forgot to state, but in outline

**Introduced topic/thesis statement clearly**
Good use of parallel language—clear main points

**Previewed body of speech**
Preview logically flows from thesis

Criteria—Introduction

**GAINED ATTENTION**
(C) = Began with an attention getting device that prepared the audience to listen to a speech on the topic.
(B) = In addition, it created a need to listen to the rest of the speech and flowed well into the relevance statement. (A) = In addition, it is creative, original, and highly motivating.

**SHOWED RELEVANCE OF TOPIC TO AUDIENCE**
(C) = The importance of the topic is established. (B) = In addition, the importance of the topic is related to the audience and well integrated. (A) = In addition, it is of significant importance to a COM 110 audience.

**ESTABLISHED CREDIBILITY**
(C) = Student clearly states why he or she is competent to speak on the topic. (B) = In addition, the statement is well integrated into the introduction and presents a logical argument for speaker credibility. (A) = In addition, statement is a unique and creative way of presenting a personal connection to the topic.

**INTRODUCED TOPIC/THESIS STATEMENT CLEARLY**
(C) = Statement is direct and leaves little or no room for confusion about topic. (B) = In addition, statement flows well into the preview. (A) = In addition, it has been worded powerfully and in a way that demonstrates a unique approach to the topic.

**PREVIEWED BODY OF SPEECH**
(C) = Preview fits well with the topic/thesis statement and clearly (and briefly) states exactly what each main point will be. (B) = In addition, preview logically follows from the thesis/topic statement and flows well into the opening transition. (A) = In addition, it uses powerful and creative language tailored to the topic.

Scale—Introduction (20 Possible Points)

18 = A
16 = B
14 = C
12 = D
CRITERIA FOR EVALUATING INFORMATIVE AND PERSUASIVE SPEECHES

In conjunction with the instructor evaluation form and according to departmental policy, your instructor will use the following criteria when evaluating speeches. For all sections: (F) = item is not evident in outline or presentation (D) = an attempt has been made to include item in either outline or presentation

OUTLINE & REFERENCES (10 Possible Points)
FOLLOWS OUTLINE FORMAT
(C) = An attempt is made to follow the format provided in the spiral (B) = In addition, it includes phrases that connect the parts of the speech so that they flow together, the connections between ideas are logical and evidence directly supports the ideas. (A) = Has a clear separation of points, written in full sentences, has a consistent pattern of indentation, includes written transitions, previews, summaries, with little or no errors
REFERENCES CORRECT/SUFFICIENT
(C) = Uses appropriate number of sources in APA format on the reference page, with few mistakes. (B) = In addition, sources cited are from credible and qualified sources (A) = In addition, sources provide insightful perspective into the issue(s)

INTRODUCTION (20 Possible Points)
GAINED ATTENTION
(C) = Began with an attention getting device that prepared the audience to listen to a speech on the topic. (B) = In addition, it created a need to listen to the rest of the speech and flowed well into the relevance statement (A) = In addition, it is creative, original, and highly motivating.
SHOWED RELEVANCE OF TOPIC TO AUDIENCE
(C) = The importance of the topic is established. (B) = In addition, the importance of the topic is related to the audience and well integrated. (A) = In addition, it is of significant importance to a COM 110 audience.
ESTABLISHED CREDIBILITY
(C) = Student clearly states why he or she is competent to speak on the topic. (B) = In addition, the statement is well integrated into the introduction and presents a logical argument for speaker credibility. (A) = In addition, it is a unique and creative way of presenting a personal connection to the topic.
INTRODUCED TOPIC/THESIS STATEMENT CLEARLY
(C) = Statement is direct and leaves little or no room for confusion about topic. (B) = In addition, statement flows well into the preview (A) = In addition, it has been worded powerfully and in a way that demonstrates a unique approach to the topic.
PREVIEWED BODY OF SPEECH
(C) = Preview fits well with the topic/thesis statement and clearly (and briefly) states exactly what each main point will be. (B) = In addition, preview logically follows from the thesis/topic statement and flows well into the opening transition. (A) = In addition, it uses powerful and creative language tailored to the topic.

BODY (30 Possible Points)
MAIN POINTS CLEAR
(C) = Main points are easy to identify. (B) = In addition, main points are well integrated and each is an independent idea. (A) = In addition, main points are made exceptionally clear with the use of internal transitions and previews, as well as signposting.
STRONG EVIDENCE AND SUPPORTING MATERIAL
(C) = A minimum of four sources have been used for evidence and sources have been orally identified. (B) = In addition, the supporting material furthers the argument and a link between the evidence and the claims has been provided. (A) = In addition, the evidence demonstrates a thorough and rich understanding of the topic.
ORGANIZATION EFFECTIVE
(C) = The quantity and arrangement of the issues is appropriate to topic. (B) = In addition, the issues are organized to meet the specific purpose of the speech. (A) = In addition, sentences are carefully constructed, have parallel structure, and include repetition of language or imagery for effect.
LANGUAGE PRECISE, CLEAR, POWERFUL
(C) = Language has been used appropriately with heavy use of concrete and familiar words. (B) = In addition, clutter (superfluous words) is absent from the presentation, demonstrating clarity, accuracy, and an economy of language use. (A) = In addition, language is used vividly, employing imagery, clear metaphors, and a smooth rhythm.
TRANSITIONS EFFECTIVE
(C) = Transitions are used to connect main points (B) = In addition, transitions use full sentences and briefly state what was just talked about and what will now be talked about (A) = In addition, transitions use references to other devices (preview, attention getter, etc.), and use language for effect.

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SOURCES ARE WELL INTEGRATED, CREDIBLE, AND CITED FULLY
(C) = The author (source, if author unavailable) and date of information have been provided. (B) = In addition, the source references are placed just before the information being cited, and are relevant to the topic. (A) = In addition, sources are from a reputable source, are fully cited, and include evidence of source credibility

CONCLUSION (10 Possible Points)
AUDIENCE PREPARED FOR CONCLUSION
(C) = Speaker has made a statement that suggests he/she is moving into the conclusion. (B) = In addition, the statement flows well from the body and into the review. (A) = In addition, speaker has used language to make the statement creative and unique.

PURPOSE AND MAIN POINTS REVIEWED
(C) = The main points have been briefly noted and no new information has been presented. (B) = In addition, links have been provided that bridge the gaps between transition and review, and the review to the closing statement. (A) = In addition, it is not just a restatement of the opening preview.

CLOSED SPEECH BY REFERENCE TO INTRO./OTHER DEVICES
(C) = 1 last sentence is provided after review that closes speech. (B) = In addition, a link has been provided between reference to attention getter and/or closing thought. (A) = In addition, closing thought is a quotation (or other device) related to the topic, that signals the end of the speech.

DELIVERY (15 Possible Points)
MAINTAINED EYE CONTACT
(C) = Speaker maintained eye contact with audience for at least part of the speech. (B) = In addition, eye contact was purposeful with a comfortable transition between notes and audience. (A) = In addition, eye contact was used to gage feedback from most of the audience most of the time.

USED VOICE, DICTION, AND RATE FOR MAXIMUM EFFECT
(C) = Majority of words have been pronounced and articulated properly. (B) = In addition, vocal variety has been employed to highlight key information. (A) = In addition, voice, diction, and rate demonstrate the speaker’s interest in the topic and enthusiasm.

USED SPACE, MOVEMENT, AND GESTURES FOR EMPHASIS
(C) = Delivery had few distracting gestures, movements, or body shifting. (B) = In addition, space and movement was used to transition between points, and gestures to add emphasis. (A) = In addition, use of space, movement and gestures clearly demonstrated the speaker's enthusiasm for the topic and maintained audiences attention.

OVERALL IMPRESSION (15 Possible Points)

TOPIC CHALLENGING
(C) = Topic is consistent with assignment. (B) = In addition, the speech provides audience with new and relevant insight into the topic. (A) = In addition, the speech made a genuine contribution to the thinking of the audience about the topic.

ADAPTED TO AUDIENCE
(C) = An attempt was made to adapt topic to audience. (B) = In addition, several references to audience were integrated throughout presentation. (A) = In addition, a high degree of rapport was established through exceptional adaptation of topic to the specific audience.

EVIDENCE OF PREPARATION & PRACTICE
(C) = Speech must have been delivered extemporaneously, notes conformed to instructor requirements. (B) = In addition, speaker did not rely heavily on note cards and was clearly ready to present the speech. (A) = In addition, speaker displayed poise and confidence indicative of a well-practiced speech (perhaps including evidence of a speech lab visit).

MAINTAINED TIME LIMITS
(C) = The speech was delivered within the time limits. (B) = In addition, an appropriate balance of time was spent on each idea. (A) = In addition, the speech was fully developed with in the time limits.

QUALITY AND RELEVANCE OF VISUAL AIDS
(C) = Correct # of visuals were used. (B) = In addition, visuals could be seen clearly and were devoid of distractions/clutter, and a link was presented to connect visual to issue being discussed. (A) = In addition, the visuals had explanatory power (used to help audience understand difficult material).

WAS INFORMATIVE/PERSUASIVE
(C) = Speech was of the type assigned. (B) = In addition, information was easy to understand. (A) = In addition, speech added interesting and new information to the audience's body of knowledge.

<table>
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