COJO 121X

SUPPLEMENTARY INFORMATION PACKET

Edition #1

Supplementary Information Packet for COJO 121X:
Introduction to Interpersonal Communication

This Supplementary Information Packet provides essential information and assignments for this course.

Your Instructor will have provided you with a separate syllabus providing you with information specific to your particular section of COJO 121X, including her or his name, office location and office hours, contact information, a course schedule including dates for all key assignments, and other information the Instructor wants you to know regarding the facilitation and conduct of this class.

NOTE: Read the syllabus your instructor provides very carefully. YOU are responsible for all of the information including deadlines and grading policies.

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Why Study Communication Skills?

Winsor, Curtis, and Stephens (1997) surveyed 1000 personnel managers who represented corporate, service, financial, government, insurance, retail, and wholesale organizations regarding hiring practices, job performance, specific course values, and ideal management profile. The responses to their survey questionnaire resulted in the following tables, which demonstrate that the most significant factors in college graduates obtaining employment and performing in employment are basic communication skills. Also, their research revealed the college courses of greatest importance for entry-level management and a perspective of the —ideal management profile.

TABLE 1

Factors Most Important in Helping Graduating College Students Obtain Employment

Rank/Order	Factors/Skills Evaluated	Score	Previous Study Rank
1	Oral (speaking) communication	4,667	1
2	Written communication skills	4,321	4
3	Listening ability	4,293	2
4	Enthusiasm	4,260	3
5	Technical competence	4,176	5
6	Work experience	4,071	8
7	Appearance	3,931	6
8	Poise	3,878	7
9	Resume	3,749	9
10	Part-time or summer employment	3,493	12
11	Specific degree held	3,308	10
12	Leadership in campus/community activities	3,290	14
13	Recommendations	3,248	16
14	Accreditation of program activities	3,194	13
15	Participation in campus/community	3,184	15
16	Grade point average	3,168	11
17	School attended	2,648	17

TABLE 2

Factor/Skills Important For Successful Job Performance

Rank/Order	Rated as Important	Score	Study Previous Rank
1	Interpersonal/human relations skills	4,593	1
2	Oral (speaking) communication skills	4,515	2
3	Written communication skills	4,346	3
4	Enthusiasm	4,265	5
5	Persistence/determination	4,110	4
6	Technical competence	4,088	6
7	Work experience	3,988	8
8	Personality	3,870	7
9	Poise	3,807	10
10	Dress/grooming	3,750	9
11	Interviewing skills	3,454	11
12	Specific degree held	2,936	12
13	Grade point average	2,681	14
14	Letters of recommendations	2,604	17
15	Physical attractiveness	2,604	13
16	School attended	2,258	16
17	Resume (excluded in current study)		15

TABLE 3

Courses of Importance for Entry-level Managers

Rank/Order	Courses	Score	Previous Study Rank
1	Written communication	4,428	1
2	Interpersonal communication	4,351	2
3	Management	4,043	3
4	Public Speaking	3,936	4
5	Ethics in management	3,930	5
6	Personnel management courses	3,822	6
7	Financial management	3,700	7
8	Marketing	3,480	9
9	Public relations	3,479	12
10	Accounting	3,386	11
11	Mathematics	3,362	10
12	Business law	3,361	17
13	Computer programming	3,346	8
14	Statistics	3,309	14
15	Social and behavioral sciences	3,261	16
16	Production management	3,243	13
17	Economics	3,194	15
18	Humanities, fine and liberal arts	2,859	19
19	Power and technology	2,761	18
20	Mass Communication	2,709	20
21	Political Science	2,658	21
22	Life sciences	2,536	22

TABLE 4

Ideal Management Profile

Rank/Order	Trait/Skill	Score	Previous Study Rank
1	Ability to listen effectively and counsel	4,662	4
2	Ability to work well with others one-on-one	4,641	1

3	Ability to work well in small groups	4,598	3
4	Ability to gather accurate information from others to make a decision	4,483	2
5	Ability to write effective business reports	4,311	6
6	Ability to give effective feedback (appraisal)	4,293	5
7	Knowledge of job	4,126	7
8	Ability to present a good public image for the organization	4,068	8
9	Ability to use computers	3,928	10
10	Knowledge of finance	3,379	11
11	Knowledge of management theory	3,326	10
12	Knowledge of marketing	3,277	12
13	Knowledge of accounting	3,189	13
14	Ability to use business machines	3,137	14

Winsor, J. L., Curtis, D. B., & Stephens, R. D. (1997). National Preferences in Business and Communication Education: A Survey Update. *Journal of the Association for Communication Administration (JACA)*, *3*, 170-79.

COJO 121 Course Roadmap

All assignments are due by 11:59pm on the date specified (current dates in roadmap on Blackboard)

Week	Dates	Unit	Due by Wednesday	Due by Saturday
1		Introduction		**Record and upload 5-min introduction video** View: 'Welcome to 121' video by instructor Read syllabus and course information; familiarize yourself with the course program center
2		Introduction	Respond to at least 2 classmates' introduction videos Read Introduction & chapter 1 in Adler Read ch. 1 in Public Speaking Project Post response to weekly discussion (Google+Community)	Reading quiz Respond to at least 2 classmates' weekly discussion posts Brainstorm topic for informative speech, begin outline, schedule audience meeting place/time so you can present to them
3		How to Give a Speech	Carefully review the Eight Competencies speech grading rubric View: Sample Informative Speech Post response to weekly discussion Work on outline	Respond to at least 2 classmates' discussion posts Finish your speech outline, begin practicing
4				

		Identity	Read Adler ch 2 Read Ethos, Pathos, Logos document Post response to weekly discussion (advertisements) Continue practicing speech	Reading quiz Respond to at least 2 classmates' discussion posts Continue practicing speech
5		Perception	Read ch __perception__ in Adler Read ch. 9 in Public Speaking Project Post response to weekly discussion Practice speech, confirm time/place with audience members	**Post Informational speech w/ live audience:** Record & upload your speech to Google+Community. Comment on at least 2 classmates' speeches Respond to at least 2 classmates' discussion posts Reading quiz
6		Emotions	Read ch __emotions__ in Adler Post response to weekly discussion: Activating Pathos	Reading quiz Respond to at least 2 classmates' discussion posts
7		Language	Read ch. __language__ in Adler Watch lecture video Post response to weekly discussion 1: Sentence Construction Post response to weekly discussion 2: Avoiding Clichés	Reading quiz Respond to at least 2 classmates' discussion posts on BOTH discussion posts (4 responses total)

8		Nonverbal Com.	Watch Amy Cuddy TED Talk Read ch __nonverbal__ in Adler Read ch 12 in Public Speaking Project Post response to weekly discussion	Reading quiz Respond to at least 2 classmates' discussion posts Begin outline for speech #2
9		Listening	Read ch ___ in Adler Watch example student speech Post response to weekly discussion	Reading quiz Respond to at least 2 classmates' discussion posts Finish speech #2 outline, begin practicing
10		Listening	Read ch 4 in Public Speaking Project Post response to weekly discussion Continue practicing speech #2	Respond to at least 2 classmates' discussion posts **Speech #2 via Google Hangouts**
11		Relationships	Read ch __relationships_ in Adler Start Transcription assignment	Reading quiz Work on Transcription assignment
12		Intimacy	Read ch __intimacy__ in Adler Work on Transcription assignment	**Transcription assignment due** (email instructor) Reading quiz

13		Climates	Read ch _climates_ in Adler Begin outline for Speech #3	Reading quiz Continue working on speech #3 outline
14		Conflict	Read ch __conflict__ in Adler View: Kelly McGonigal TED Talk Post response to weekly discussion	Reading quiz Respond to at least 2 classmates' discussion posts Finish your speech #3 outline, begin practicing
15			Practice and perfect speech #3	**Speech #3 via Google Hangouts** Begin peer eval paper
16			Work on peer eval paper	**Peer Eval Paper due** (email instructor)
Finals Week		Finals Week	Write final paper	**Final Paper Due** (email instructor)

Introduction Video Speaking Assessment

Record an introduction speech that's about 5 minutes long. Tell your classmates about yourself: where you're located, what you're studying, what your academic / career goals are, your academic / career background, your hobbies, interests, etc. Also explain your experience with public speaking.
Be sure to sit in a well-lit area so we can see you clearly. Watch your instructor's introduction video and use it as a guide.

Speech #1: Informative Speech via Google Hangouts

Prepare a 5-minute speech to present to your classmates in a small-group format via Google Hangouts. Several dates and times for these live meetings (video conference) will be decided upon by your instructor; choose one session to attend. Your instructor will also join the meeting. The topic will be your choice.

The presentation must follow guidelines for ethical and inclusive/non-biased language in public speaking as indicated in the syllabus and as discussed in class. Use appropriate citations within the presentation and on your formal outline when using quotes, statistical information, and/or paraphrased statements from resources.

Grading for all presentations will be done on the basis of the Eight Competencies of Public Speaking described in Appendix I and on Blackboard.

In addition, all communication in presentations and in group discussions need to be consistent with the NCA Credo on Ethical Communication, which has been adopted by the Department of Communication, and is presented in Appendix VI.

Speech #2: Recorded Informative Speech

Gather a group of 10-15 people (you will want to organize the group well before the day you present), and record yourself presenting in front of them. Possibilities to consider include civic/political participation: go make your voice heard at city council, or school board, or zoning/transportation committees. After all, one reason the class is required is because our democracy depends upon citizens being capable of and willing to participate like this! Other good options include educational settings, professional associations, or personal development groups like Toastmasters. You could even volunteer to do a guest lecture for high school students! It might be worthwhile considering also other places in which our communities gather: a presentation to your church, or a motivational speech for your softball league, or a congratulatory speech for your office colleague. You have lots of options!

Be sure to show the crowd in the video so we know they're there.

Choose a topic for an informative speech. The topic should be something you're familiar with and interested in, but specific enough that you can go over it in detail within a few minutes (a common mistake students make is to choose a topic that's too broad, like 'Veterinary Medicine.' A better topic

would be more specific, like 'Veterinary Medicine for Wildlife in Interior Alaska,' for example).

Use the outline template to create your speech outline; this is a key component to making a coherent, thorough speech. Research and cite your points that you take from that research. Citations are just as important in formal public speaking as they are in academic writing.

Practice your speech SEVERAL times. Practice will help you feel more confident and will make your speech significantly better. Your audience will be able to tell if you've practiced, or if this is your first time running through the speech!

The speech should be between 5 and 15 minutes.

Follow the Eight Competencies of Public Speaking, as this is how you'll be graded. The Eight Competencies are on Blackboard, as well as the grading rubric your instructor will be using. Become familiar with it! Students who don't follow the Eight Competencies will receive poor grades.

Finally, post your recorded presentation to the class's Google+ Discussion board by the date specified.

Speech #3: Recorded Informative Speech

Instructions are the same as for speech #2.

Transcription Assignment

The conversation transcription is a recording (audio or video) of a conversation occurring in a natural setting and manner. The recording is then transferred into written form in a process called *transcribing*. There are many ways to transcribe. Transcriptions of official proceedings are likely to be the most familiar to you, as with court transcripts or legislative transcripts. Work settings that need oral accounts transformed into searchable, storable written accounts use transcriptions also (medical, international, television/radio). We also use transcription as the most central tool for doing research or analysis of interpersonal or small group interaction.

The transcription we will do will be an approximately five-minute conversation. It can be a conversation between you and one or two others, or it can be a conversation in which you are a silent observer. The advantage of being a participant is that it will allow you to look closely at your own patterns of speech, which is useful for self-reflection and improvement. The advantage of not participating is greater neutrality during analysis.

An attached file shows some of the frequently used transcription notations. Some you might know… we represent an increase in volume by using capitalization, for example. Others might be less familiar but are useful ways to efficiently capture and represent in writing details that are otherwise lost. We will not attempt to capture every bit of information like intonation and all body language (although some will be captured, such as smiling).

Once you have the transcription, there are various ways to analyze it. Turn-taking, turn-length, and turn repair are a good starting point. Try analyzing each turn as one-up or one-down, and consider whether

the overall conversation is symmetric or asymmetric. Look for evidence of mirroring; the ways in which speakers converge or conform to the speech style of the other. For example, you might notice repetition of words, phrases, or grammatical constructions. In a good conversation, for example, two speakers will often show similar usage of verb tenses, or prepositional phrases. Consider also patterns of pronoun use… does one person say "I" where the other says "we" or are they similar, or maybe do both participants use "they" without any clearly defined referent? Language intensity can also be measured, and assessed for difference or similarity. Markers of language intensity include metaphor (often related to bodily function to intensify emotion), word length (longer = more intense; the difference between "good" vs. "terrific" for example), volume, etc.

Assignment specifics: Select three interesting features to focus on. The paper should be 3-4 pages long and use proper APA style. If you're not familiar with APA style, look it up on the internet (an abstract and reference list are not necessary for this assignment). Include the transcript itself attached for easy reference.

Peer Evaluation Paper

Write an evaluation of another student's speech from your Speech #1 live session, focusing on each of the Eight Competencies of Public Speaking. Write a 3-4 page (3 full pages at least) evaluation of the classmate's speech. Include feedback regarding **each** of the Eight Competencies. Format your papers in APA style (12 point font, 1-inch margins, double spaced, etc). If you are not familiar with APA style, look it up on the internet. Points will be taken off for incorrect style. Also be sure to proofread for errors; grammar and spelling errors will cost you points. Although we'll be using APA style, an abstract and reference section will not be necessary.

A copy of your evaluation paper will be due **by email to your instructor** by the date specified in the roadmap. You may share it via Google Docs or as a Word Document attachment.

Final Paper

As your final, each of you will write a 3-4 page paper (3 full pages at least) about your progress in public speaking over the course of the semester. Think back on your presentations in this course, **and re-watch your first speech** (which was recorded). Describe the improvements you've made in terms of the Eight Competencies, as well as what you still need to work on. Be sure to reference each of your speeches. Also reference **each** of the Eight Competencies in detail, and your improvements in each area.

Format your papers in APA style (12 point font, 1-inch margins, double spaced, etc). If you are not familiar with APA style, look it up on the internet. Points will be taken off for incorrect style. Also be sure to proofread for errors; grammar and spelling errors will cost you points.

A copy of your final paper will be due **by email to your instructor** during finals week. You may share it via Google Docs, or as an Word Document attachment.

NO late papers will be accepted after finals week.

Discussion Guidelines

We will use the class's Google+ Community page for discussions. In general, each student's first post is due by Wednesday night, and a response to at least two other student's first posts is due by Saturday night. For full credit, leave thoughtful, interesting comments with content that reflects the class's reading and course material. Responses of 'I agree' or 'this is great' are not sufficient; think of something constructive and build upon each other's points.

Conduct in Discussions:

The very first amendment and the foundation upon which this country was built is the freedom of speech, petition, assembly, religion, and freedom of press. It is important that we maintain these freedoms as much as possible within this course. We should observe that freedom of speech includes the freedom to offend. However, having this freedom does not mean it has to be used.

In order to ensure the success of this class we should all respect each other's opinions, even if we disagree with them. Likewise we should be mindful of whether what we say might be unnecessarily hurtful to others. This is not cut and dry, and has a lot to do with intention and perception. These two questions are a good start to keeping a discussion civil:

- Will my choice of words or opinions be perceived as harmful, hurtful, etc.?
- Do I really think the opinion or choice of words I just read had the intent to harm or hurt?

Some basic rules to keep discussions focused and productive:

- Whoever makes a claim has the burden of proof
  - Provide a link or source wherever useful or necessary to prove your point
- In a reponse mention the name and statement you respond to
  - By mentioning name and repeating remark everyone knows who and what you respond to.
- Take time to write and review your post or response before posting it
  - especially when emotionally invested in a discussion or topic
  - grammar and spelling are also important
- If you define a word differently than the commonly accepted (dictionary) definition, it is your responsibility to explain this to other members so that everyone is on the same line.

Fallacies

The final part to ensure good discussions is to avoid false arguments, also known as 'fallacies'. Here are some of the most common ones with examples (All these are made up, to illustrate how these are false arguments)

Ad-Hominem: Attacking someone's character rather than the argument

Person: "Of course you support gun-control, you are from California!"

Person: "You don't want career-women because you are a Mormon"

Reductio Ad-Hitlerum: The Nuclear-option of Ad-Hominem attacks, completely shutting down a conversation. The accusation in indefensible by the accused, and often has no realistic basis for the accusation. Whoever uses a Reductio Ad-Hitlerum has by definition lost the debate as per Godwin's Law.

Person 1: "I think immigrants who commit crimes in our country should face the possibility of deportation"

Person 2: "WOW! Nice Suggestion Hitler!"

This also goes for the use of words such as: misogynist, misandrist, racist, sexist, rapist, rape-apologist.

Strawman Fallacy: Simplifying an argument so that it is easier to attack.

Person 1: "I think immigrants who commit crimes in our country should face the possibility of deportation"

Person 2: "So what you are saying is that an immigrant will be deported if they don't stop long enough before a 'STOP' sign?"

Red Herring Fallacy: sidetracking a discussion or argument by inserting a different but related topic that you can win, or that cannot be argued.

Person 1: "Too many people die from gun violence, we should enact tougher gun control laws"

Person 2: "Guns don't kill people, people do! These people are ill! It is our mental health care that is lacking and we should do something about that!"

Slippery Slope Fallacy: Claiming something worse will follow if something is done now, so it is best not to do it at all.

Person 1: "People with mental health issues should not be allowed to own a gun"

Person 2: "Now it's people with depression and Schizophrenia, tomorrow people with ADD, and the day after people with a mild headache. Soon everything will be considered a mental health issue to keep us from our guns!

Argumentum Ad Odium: The argument from hatred. Exploiting words that conjure bitterness so that people will make lapses in logic.

Person: "See, this is what happens when you let Muslims from Iraq and Syria into the country, you get ISIS members on a killing spree in San Bernardino! We shouldn't let Muslims in".

Fallacy of False Authority: Using someone of authority as a justification for your argument, even though the authority used is not an authority on the subject you use him or her for. Usually it's called 'Authority Fallacy', but that might imply that the use of an authority by definition is wrong, which is not necessarily the case.

Person 1: 'Murderers often did not plan their action, and in actuality just acted out of emotion and in the spur of the moment'

Person 2: '"Hey, Charles Manson says that murderers are just people who are awakened to make the world a better place"

Person 1: 'and how is Charles Manson an authority on the psychological states of the human mind?'

(Charles Manson did not say this, it is fictional)

These are only a handful of fallacies available that can be used to create an unfair or fallacious argument. Be aware that fallacies do not have to stand by themselves, and in fact the truly refined fallacious argument use a stack of fallacies like a Street Fighter or Mortal Kombat combo, you don't know what hit you!

The websites Logically Fallacious and St. Cloud State University have more comprehensive lists of fallacies.

APPENDIX I

Public Speaking: Criteria

Using the National Communication Association (NCA) Speech Assessment Instrument

Philosophically, it should be understood that while many students come from different backgrounds, different countries, and different speaking traditions, the skills being taught here are the skills that will be necessary for this Western speaking tradition. They are the skills of both business and diplomacy in the majority of world venues. This does not address exporting culture or cultural determinism; it simply states that the skills to be taught in the course are the skills of extemporaneous public speaking in the Western tradition and that evaluation of the student's skills will be made using standards ofthat particular tradition. In observing student presentations and rating those presentations in a coordinated manner, the UAF Department of Communication uses the criteria suggested by the NCA (National Communication Association) and evaluates student speakers in regard to competency in eight categories. Practically, student presentations are not rated in a simplistic set of criteria and must be observed in greater detail than the original NCA Competency descriptions. The following guide will be used to give more detailed observations of the specifics of student presentations.

EVALUATION OF SPEAKING COMPETENCIES:

All individual presentations in Communication 141X will be evaluated on the Competency Evaluation Form (p. 17). The eight competencies listed on the form, and explained on pp. 12-16, are essential for effective speaking presentations. The concepts on the evaluation form (—superior —good, and —unsatisfactory‖) which describe performance of speaking competency should be your guide to both presentation and improvement. You should study these descriptions until you are confident that you understand how the descriptions address the actual process of preparation and presentation.

"SUPERIOR" is not unattainable, but indicates a level of skill far exceeding that of most public presentations (a letter grade of "A" begins when a competency is graded at a level 4).

"GOOD" indicates that a competency has been performed at a level above average (or a letter grade of "B").

"UNSATISFACTORY" is not failure, but indicates that significant improvement is needed (a letter grade of "D"). Each time you give a presentation to the class, you will receive feedback on the Competency Evaluation Form from class members and from your Instructor. Your Instructor will be the only person to assign your earned grade for your presentations.

Description of the Eight Competencies

Competency One

Chooses and narrows a topic appropriately for the audience and occasion.

This competency addresses:

- Evidence of Preparation
- Evidence of Practice
- Anticipation of specific audience
- Meeting the time requirement
- Narrowing or expanding the topic to meet the requirement

Guideline:

This competency, while listed first, cannot be assessed until the presentation has been completed. It addresses preparation and practice, anticipation of a particular audience, and importantly, a specific time requirement. The time requirement is significant in that successfully preparing a given topic to fit a set time limitation engages the student both creatively and intellectually. It combines critical thinking with practical necessity. Tying the concept of preparation directly to a specific time requirement helps the student understand public speaking as a skills-based process. Narrowing or expanding a topic to fit a given time requirement also makes evident the matter of choice as an aspect of speaking skills.

Competency Two

Communicate the specific purpose in a manner appropriate for the audience and occasion.

This competency addresses specific aspects of the introduction:

- Attention gaining: The speaker gains the attention of the audience both physically and intellectually.
- Specific Purpose/Thesis Statement: The speaker makes the topic clear to the audience.
- Relevance Material: The speaker makes clear a connection between the audience and the topic.
- Central Idea and Preview of main points.
- Transition: The speaker makes a clear transition from the introduction into the main body.

Guideline:

This competency addresses the specifics of the introduction of the presentation. Not only is the specific purpose to be made clear for the specific audience and occasion, the speaker must also gain the attention of the audience both physically and intellectually. To assess the introduction, the person rating the presentation must look for attention-gaining material (does the speaker get the audience's attention on him or her); relevancy material (does the speaker introduce the topic in a way that engages the audience's intellectual attention); and, finally, does the speaker use an appropriate transition from the introductory material into the body of the presentation

Competency Three

Provides supporting material appropriate to the audience and occasion.

This competency addresses:

- Citing sources of evidence
- Credibility of sources: Materials introduced by the speaker should enhance the credibility of the speaker with the audience
- Quality and relatedness of the support material (is it credible evidence)
- Manner in which support material is introduced (smoothness,i.e., does not detract) Introduction, quality, and use of visual aids

Guideline:

In assessing this competency, the observer must discern that the speaker has chosen evidence and introduced that evidence in a manner that is appropriate for the audience and occasion. Some specific matters in teaching to this point are citing the source of the evidence (noting that credibility of the source material and its origins will add to the credibility being constructed of the speaker); quality and relatedness of the evidence; and the manner in which the evidence is introduced (smoothness, not distracting).

Competency Four

Uses an organizational pattern appropriate to the topic, the audience, the occasion, and the purpose. This competency addresses:

- Clearly observable organizational pattern
- Assessment of conclusion: Includes an appropriate transition from the body into the conclusion (serves as an anticipation of the conclusion)
- Internal Transitions
- Review or summary of main points that reinforces the central idea
- The speaker concludes with a decisive final statement (audience recognizes closure)

Guideline:

In assessing the organizational pattern of a presentation,the first matter to be observed is whether there is a discernable pattern. Chronological pattern or —step-wise organization is fairly easy to notice, but some other patterns (e.g., topical, compare/contrast, spatial, etc.) are not so simply notable. The observer should be familiar with the several patterns appropriate to both informative and persuasive presentations, and should be able to relate these as options to the student speaker. This competency must also serve as a place to assess the conclusion of the presentation. Because an effective conclusion incorporates an appropriate transition out of the body of the presentation and into the last statements, the transition should be taught and assessed in this competency. Observers will look for a transition that serves as an anticipation of the conclusion process. The final part of the conclusion should be a statement of sufficient finality that the speaker's audience has no further expectation from the speaker.

Competency Five

Uses language appropriate to audience and occasion.

This competency addresses:

- Inclusive (unbiased) language
- Use of slang or specialized language (shop-talk, jargon) without definition or explanation is unacceptable.
- Inappropriate references to the giving of the presentation and/or speaker: Do not discuss your voice, how you might feel, your day or anything else that calls attention away from the information you are to present. Do not say —my topic is... Do not introduce yourself.
- Language level: The speaker's language is more formal than —conversation (i.e., no use of slang, no use of the informal —you [instead use the formal —one], and no use of —chat language such as —stuff like that) A good speaker is conversational non-verbally but formal in language
- Quality of language: Speaking without inappropriate fillers such as —like or —y'know is unacceptable.

Guideline:

The language competency covers a broad range of matters that can be addressed during the presentation, but not completed until the end of the presentation. Here is where we assess matters such as inappropriately gendered language, specialized language used without explanation (shop-talk or jargon), inappropriate references to the giving of the presentation and/or the speaker (reflexivity), language level (i.e., the language should be more formal than —conversation; the use of —one rather than the informal —you should be used; avoid the use of —chat language such as —stuff like that), and quality of language (speaking clearly without inappropriate fillers such as —like, and —y'know).

Competency Six

Uses vocal variety in rate, pitch, and volume to heighten and maintain interest of the audience.

This competency addresses:

- Rate is assessed in terms of propriety. In some places a more rapid rate is the norm while in others (Alaska) the norm is a bit slower. Speaker should be appropriate to audience
- Pitch is understood as expressiveness; the appropriate use of emphasis to maintain interest
- Intensity (often volume) regards the speaker's attention to reaching the entire audience with her/his voice (conversational with the furthest person in audience).

Guideline:

Rate is assessed in terms of propriety. In some locations speaking rapidly is the norm. In others, such as Alaska, the speaker should adapt to the place and speak at a rate appropriate to the general audience. Rapid speech in —slower cultural circumstances is often detrimental to the speaker's credibility. Intensity is generally observed as —projection. It is assumed that a speaker is projecting competently if she or he is being heard conversationally by the furthest person in the audience. Variety of pitch is understood as expressiveness; the way one shows one's own interest in the topic of discussion. Expressiveness of the voice is the human way to make emotion recognizable in our interactions. These three aspects of voice operate together to create a cohesive vehicle for the ideas we put into language.

Competency Seven

Uses pronunciation, grammar, articulation appropriate to the audience and occasion.

This competency addresses:

- **Correct pronunciation of words:** If the speaker cannot pronounce the words she or he chooses to use, there will be no credibility attributed to the speaker by the audience
- **Use of correct grammar:** Extemporaneous speaking strives for a conversational presentation with formal language. Correct grammar is the heart of formal language.
- **Articulation** is being heard clearly (not volume). It requires direct and —shaped speaking of one's words. It involves the —rhythm of conversation (rather than the rhythm of reading). And it requires the speaker's comfort with the material spoken (practice).
- **Avoid choppy delivery** (pauses not in synchrony with punctuation)that can come from overdependence on note cards.
- **Avoid filling silences with vocal fillers** such as —uh —uhm —um —errr etc.

Guideline:

Appropriate pronunciation, grammar, and articulation also function together with each being a discernible aspect of language use. Correct pronunciation of the words used is a simple expectation. If one cannot correctly pronounce one's chosen words, the audience will sense that the words are not a part of the vocabulary of the speaker. That recognition loses credibility for the speaker with the audience. While there are times when one might choose to use bad grammar for a specific rhetorical purpose,for the vast majority of purposes correct grammar is called for in extemporaneous speaking. We are trying for a —conversational presentation with formal language. Correct grammar is a mainstay of formal language. The matter of articulation is slightly less simple to describe. It is best —heard when one listens for comparison to someone reading and then someone speaking. The rhythm and flow of the combination of language and voice are discernibly different. If one goal is to have a conversation of —one to many, then we can say that reading is —out and that even the rhythm of —high formality is out. What is called for is clear expression in a conversational rhythm. Problems observable in this competency begin with the rhythm. Often a speaker will combine glances at her or his notes with the presentational address of the audience resulting in a —choppy or —halting delivery. Often the most difficult speaking glitch occurs here. When we speak to each other in face-to-face interaction, we are aware of the matter of turn-taking. When we wish to retain our turn at speaking, but require a moment for thought,we often fill the —space with some sound that signals to the other person that we wish to retain our turn. —Uh , —um, —errr, are often used as such —fillers. In that we are not conscious of this habit in face-to-face interaction, we are often unaware of doing it as public speakers. It is a difficult habit to overcome. Videotaping is often the first line of instruction as we attempt to help others overcome this habit.

Competency Eight

Uses physical behaviors that support the verbal message.

This competency addresses:

- **Eye contact:** The speaker's eye contact with the audience is the single most important matter in building credibility.
- **Lectern use:** Keep hands free of lectern; use it to hold note cards (do not lean).
- **Gesture:** Target behavior is to allow hands the freedom to speak as speaker normally would in conversation.
- **Facial Expression:** Appropriate to topic and audience (Smiling is useful with American audiences)
- **Use of note cards:** Optimum is to leave cards on lectern and only glance at them to keep track of the speaker's place in the presentation. Optimum is ten cards or less. No complete sentences on cards (except for direct quotations which may be read). Optimum is to write large enough to read while standing at arm's length from lectern.
- **Body use:** Expression appropriate to support of message

Guideline:

The matter of physical behaviors that support the message can be contexted with physical behaviors that DO detract from the message. The most significant matter here is eye contact. Eye contact is, for Western audiences, the most basic key of speaker credibility. Eye contact ranging over the entire audience is a primary point of physical behavior. Other matters that are observable:

Use of note cards (should be occasional and integrated): This skill begins with leaving the note cards on the lectern and only touching them to turn to the next card. A problem with OVERuse of the cards is describable as the —note card yoyo. The student gets into a rhythm of looking down at the cards and then up at the audience..down-up-down-up...

Use of the lectern (should only be used as a place for the note cards): Hands, forearms, elbows, etc., should be kept free of the lectern. Shorter people can best use it from the side; taller people step back to arm's length.

Body use (only expression that supports the message)

Not Acceptable:

- Weight shifting from foot to foot;
- Leg crossing;
- Hands clasped or behind back or in pockets;
- Turning back to audience to address visual aid;
- Repetitive and/or unconnected hand gesture;
- Nose-picking, scratching, playing with hair;
- Twitches of various kinds;
- and any other expression of physical self that does not flow with or enhance the message.

Presentation Grading Scale

Presentations are graded as follows:

1. Each presentation is evaluated by the Instructor on all eight competencies.
2. A competency rating of —unsatisfactory receives 1 point; a rating of 2 implies the beginning of —satisfactory range; —good earns 3 points; —excellent earns 4 points; and only rare —superior rates 5 points.
3. The ratings for all competencies are summed, resulting in a total score ranging from 8 to 40 points

Rating	Grading Points			Letter
Points	100pt	150pt	200pt	Grade
0	0	0	0	F
8	60	90	120	D-
9	61	92	122	D-
10	63	95	126	D
11	64	96	128	D
12	65	98	130	D
13	66	99	132	D+
14	68	102	136	D+
15	69	104	138	D+
16	70	105	140	C-
17	71	107	142	C-
18	73	110	146	C
19	74	111	148	C
20	75	113	150	C
21	76	114	152	C+
22	78	117	156	C+
23	79	119	158	C+
24	80	120	160	B-
25	81	122	162	B-
26	83	125	166	B
27	84	126	168	B
28	85	128	170	B
29	86	129	172	B+
30	88	132	176	B+
31	89	134	178	B+
32	90	135	180	A-
33	91	137	182	A-
34	93	140	186	A
35	94	141	188	A
36	95	143	190	A
37	96	144	192	A+
38	98	147	196	A+
39	99	149	198	A+

40	100	150	200	A+

APPENDIX II
Public Speaking: Tips

Practicing the Presentation

When you deliver your presentation extemporaneously, the key to doing so effectively is practice. Here are some suggestions for practicing your presentations:

1. Allow ample time for practice. Practice delivering your presentation from two to five times. The idea is to practice enough to develop an easy and natural delivery but not to the extent that you unintentionally memorize an extemporaneous or manuscript speech.
2. Always practice with the same key word outline or note cards that you plan to use when delivering your speech. If you retype something, run it through a practice session to ensure you haven't typed in an error or left something out.
3. Always practice your presentation as if you were delivering it to your intended audience. After you have practiced alone a few times, try to find a person or two to serve as your audience.
4. Go through the entire presentation during each practice. If you hit a trouble spot or two during practice, don't stop and start over. Chances are that if you do, you might do this while delivering your presentation. Like it or not, the actual delivery of the presentation is more stressful than practice. Don't give yourself any unnecessary handicaps.
5. Do not try to deliver your presentation the same way each time you practice it. An important characteristic is spontaneity. Delivering an extemporaneous speech the same way each time might cause you to unintentionally memorize the words. Delivering a manuscript or memorized presentation the same way each time could inhibit your vocal variety.
6. Do not coordinate specific gestures with the exact wording of your presentation.To be effective, gestures must be spontaneous.While you should practice your presentation with the kinds of emphatic and descriptive gestures you will be using in its delivery, don't pinpoint the exact moment to raise your index finger or dust off your shoulder during a presentation. A planned or stilted gesture is worse than no gesture at all.
7. Practice your presentation aloud with the same volume you plan to use in delivering it. Do not go over the presentation in your head or say it so softly that no one can hear you.
8. However, some find it helpful to practice their presentation mentally as well as aloud. If this method works for you, use it.
9. Practice your presentation each time with whatever visual aids you plan to use. If you plan to mix some ingredients together during your presentation,mix them during at least one practice session. This will help prevent mistakes.
10. Time your presentation in practice. No one appreciates a presentation that goes on and on interminably. If you have been given a specific time limit for your presentation, conform to it while practicing. It will likely take longer during practice. 11. If possible, try to practice at least once in the room where you will be delivering your presentation or a similar room. Anything you can do in practice to approximate the real thing is worth the effort.

Suggestion for Overcoming Fear of Public Speaking

1. Know the material well—be an expert
2. Practice the presentation out loud to yourself, family, roommates
3. Record your presentation on an audio or video recorder
4. Establish your credibility early
5. Use eye contact to establish rapport
6. Speak in front of a mirror while practicing (helps with eye contact)
7. Anticipate potential problems and prepare probable responses
8. Check out the facilities in advance
9. Obtain information about the audience in advance (audience analysis)
10. Relaxation techniques—deep breathing, meditation, creative visualization
11. Prepare and follow a full sentence outline
12. Prepare brief and concise note cards to use during the presentation
13. Get plenty of rest the night before so that you are physically and psychologically alert
14. Use your own style (do not imitate someone else)
15. Use your own words—(DO NOT READ)
16. Assume the audience is on your side—no one wants to see you fail
17. Accept fears as being good—energy-giving stress versus destructive stress
18. Practice responses to tough questions or situations
19. Strive for everyday conversational tone in your delivery
20. Follow the standard organization for presentations—tell them what you are going to tell them, tell them, tell them what you told them (preview, elaborate, summarize—or preview, view, review)
21. **PRACTICE, PRACTICE, PRACTICE—BE PREPARED!!**

Adapted from the International Listening Association

Some interesting statistics. . .

- How much of what we know that we have learned by listening?   85% (Shorpe)
- Amount of time we are distracted, preoccupied, or forgetful?   75% (Hunsaker)
- How much do we usually recall immediately after we listen to someone talk?   50% (Robinson)
- Amount of time we spend listening?   45% (Robinson)
- How much do we remember of what we hear?   Only 20% (Shorpe)
- Number of us who have had formal educational experience with listening?   < 2% (Gregg)

And other numbers

We listen at 125-250 words per minute, but think at 1000-3000 words per minute. (HighGain, Inc.)
Effective listeners do their best to avoid these habits:

1. Calling the subject uninteresting
2. Criticizing the speaker and/or delivery
3. Getting over-stimulated
4. Listening only for facts (bottomline)
5. Not taking notes or outlining everything
6. Faking attention
7. Tolerating or creating distractions
8. Tuning out difficult material
9. Letting emotional words block the message
10. Wasting the time difference between speed of speech and speed of thought

Nichols, R. G., & L. A. Stevens, (1957). *Are you listening?* New York: McGraw-Hill.

APPENDIX III

TRANSITIONAL STRUCTURES

Transitions

Use transitions in at least the following places:

- Between the introduction and the body of the speech
- Between the main points in the body of your speech
- Between the body and the conclusion

Transitions are words, phrases, or sentences that connect various parts of your speech. They provide the audience with guideposts or signposts that help them follow the development of your thoughts and arguments. They move your listeners smoothly from one point to the next.

Every transition signals listeners that the speaker is about to give them the next piece of the speech.

Using appropriate transitional language to move from point to point of an outline increases clarity, reinforces and strengthens ideas.

When you use a transitional phrase, the wording should be brief and appropriate. It does not matter how you word it, as long as you make it clear what is coming up.

Transitions are statements throughout the speech that relate back to what has already been said and forward to what will be said. For instance, a transition might look like this:

—After having seen the consequences of smoking, it is useful to consider some methods of kicking that habit.

Transitions will help provide coherence to your speech so that your ideas flow smoothly from one point to the next.

For a sample speaking outline, possible words for transitional phrases might be:

From the introduction to Main Point I:

—The first purpose of fairy tales is to develop the imagination.

To set up what will be discussed in Main Point I:

—Fairy tales stimulate children's imaginations in several ways.

To move listeners through Main Point I:

—One way is ...‖ Another way is ...‖ —The final way in which fairy tales develop imagination is ...‖

To signal Main Point II:

—The second purpose of fairy tales is to teach children about human nature.‖

To signal Main Point III:

—The third and final purpose of fairy tales is ...‖

To signal the conclusion:

—Thus, fairy tales accomplish three important purposes in the life of a child ...‖

Following are a number of suggestions for providing coherence to your speech:

1. Use transitional words: Also, again, as a result, besides, but, conversely, finally, however, in addition, in contrast, in other words, likewise, moreover, nevertheless, not only ... but also, on the one hand ... on the other hand, similarly, then, therefore, thus, yet.
2. Use enumerative signposts:
    a. "There are three main reasons: first ... second ... third ..." "Point A is ..."
3. Repeat key words:
    a. —Our nuclear buildup isn't defense. Our nuclear buildup is suicide.‖
4. Conclude your discussion of one point by introducing the next point:
    a. —So the evidence is strongly in favor of wearing seatbelts. That brings our attention to the next question – why don't people wear seatbelts?‖
5. Begin your discussion of a new point with a reference to the point you just finished discussing:
    a. "In addition to being discriminatory, capital punishment is also immoral.:
    b. "Not only is boxing dangerous to its participants, but it can hurt our society as well."

When you use words like also and in addition, you indicate that your thinking is moving forward.

Words like however, on the other hand, and conversely indicate a reversal in direction.

Imagine the following situation: An instructor walks into class and says to her students, —As you all know, you are scheduled to take your mid-semester exam in this course today. However ...‖ The instructor pauses. An audible sigh of relief is heard throughout the room. The word —However‖ has caused the students to reverse their thinking. There will be no exam today.

As listeners we often rely on ending signals for preparation for the end of a speech. Often these clues can signal us to listen more carefully for final pieces of information.

Try to develop effective ending signals instead of the usual —Finally‖ and —In conclusion.‖

> *"The great statesman Thomas Jefferson eloquently summarizes this saying ..."*

When a person changes topic without a transition, the incongruence can leave the audience bewildered, thus reducing the speech's effectiveness. Keep in mind that as a speaker you are obligated to do whatever you can to make your ideas as clear and interesting to your listeners as possible. Using effective transitions in your speech will help you achieve this goal.

The Four C's of Transitions

Chronological - time relationships in the speech such as "after ..." or "at the same time"

Contrasting - contrasts ideas such as "on the other hand ..." or "rather than ..."

Causal - shows cause-and-effect relationship such as "because" or "consequently"

Complementary - used to connect ideas or add another idea such as "next" or "in addition to"

APPENDIX IV

Outline Worksheet

Outline Worksheet

Name:	
Date:	
Topic:	
Organizational Style:	

Introduction

What is your attention getter?

What is your thesis statement?

How is your speech relevant to the audience?

What are the main points you are going to cover in your preview?

1.
2.
3.
4.

What is your transition between the introduction and the first main point?

Body

1st Main Point

- What is your first point?

- What is the evidence and source(s) supporting your first point?

- How does this support your thesis?

- What is the transition from the first point to the second point?

2nd Main Point

- What is your second point?

- What is the evidence and source(s) supporting your second point?

- How does this support your thesis?

- What is the transition from the second point to the third point?

3rd Main Point

- What is your third point?

- What is the evidence and source(s) supporting your third point?

- How does this support your thesis?

- What is the transition from the third point to the fourth point?

4th Main Point

- What is your fourth point?

- What is the evidence and source(s) supporting your fourth point?

- How does this support your thesis?

Conclusion

- What is the transition from the last main point to the conclusion?

- What is your final/clearly definitive statement?

APPENDIX V APA Guideline on Language Bias

- Not added

APPENDIX VI National Communication Association Credo for Ethical Communication

- Not added

APPENDIX VII Extra 8 Comps Evaluation Sheets

- Not added