

COMM 131X

**SUPPLEMENTARY
INFORMATION
PACKET**

Edition #19

Supplementary Information Packet for Comm 131X: Fundamentals of Oral Communication Group Context

This *Supplementary Information Packet* provides essential information and assignments for this course. You are **responsible** for knowing all the information in this packet.

Your instructor will have provided you with a separate syllabus covering information specific to your particular section of Comm 131X, including his or her name, office location and office hours, how to contact him or her, a course schedule including dates for all key assignments, course policies, and other information the instructor wants you to know regarding the facilitation of this class.

NOTE: Read the syllabus your instructor provides very carefully. YOU are responsible for all the information it contains, **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	Factors/Skills Rated as Important	Score	Previous Study 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
	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	9
10	Knowledge of finance	3,379	11
11	Knowledge of management theory	3,326	10
12	Knowledge of marketing	3,277	12
16	Knowledge of accounting	3,189	13
14	Ability to use business machines	3,137	14

Winsor, J., Curtis, D., & Stephens, R. (1997). National preferences in business and communication education: A survey update. *Journal of the Association for Communication Administration*, 3.

National Association of Colleges and Employers (NACE)'s most recent study reiterates the link between success and communication.

Table 5
NACE's Job Outlook Survey 2014 Results

Skill/ Quality	Weighted average rating*
Ability to work in team structure	4.55
Ability to make decisions and solve problems	4.50
Ability to plan, organize and prioritize work	4.48
Ability to verbally communicate with persons inside and outside the organization	4.48
Ability to process information	4.37
Ability to analyze quantitative data	4.25
Technical knowledge related to the job	4.01
Proficiency with computer software programs	3.94
Ability to create and/or edit written reports	3.62
Ability to sell or influence others	3.5
*5-point scale, where 1= Not at all important; 2=Not very important; 3=Somewhat important; 4=Very important; and 5=Extremely important	
Source: Job Outlook (2014). National Association of Colleges and Employers	

DEVELOPMENTAL SEQUENCE OF THIS COURSE:

1. Individual Diagnostic speaking assignment (students choose a topic--approved by the Instructor—for a 5 minute presentation.)
Not graded (This is a diagnostic assignment that will allow the Instructor to plan instruction for both the class and for individuals.)
2. First graded individual speaking assignment (same topic as for diagnostic assignment)
3. Assignment of groups: The Instructor will assign each student to a group based on schedules and self-report material.
4. Test #1 (or a series of quizzes over topics regarding public speaking—Instructor will provide more information)
5. Group contract (Each group will develop a contract upon which all members agree. All members will sign an original copy and each member will retain a copy. The original copy is turned in to the Instructor.)
6. Second graded individual speaking assignment (topic will relate directly to communication in small groups—Instructor will provide more information)
7. Group problem solving exercise: Each group will conduct a 20-30 minute problem solving discussion regarding the group's symposium presentation. The group will use standard problem solving techniques, and conduct the discussion in class in a "fishbowl" arrangement, with other class members observing and evaluating the group's effectiveness.
8. Feedback on group problem solving exercise: Each student will observe the problem solving discussion of another group, and will turn in to the Instructor a written evaluation of the group's effectiveness in using problem solving techniques studied in class.
9. Group symposium presentation: Each group will present a **practiced and coordinated** public presentation on its assigned topic related to diversity in human communication.
10. Post symposium self-assessment of group: Each member of the group will evaluate other members of the group with regard to the group contract. (See #5, above)
11. Test #2 (or a series of quizzes over topics regarding group participation, communication, and group problem solving—Instructor will provide more information)

<u>GRADING:</u>	<u>POINTS POSSIBLE</u>
Individual diagnostic speaking assessment (p. 7)	NO POINTS
First graded individual speaking assignment (p. 8)	100 points
Test #1 (or series of quizzes)	100 points
Group Contract (relates to post symposium self assessment of group, below) (pp. 9-12)	NO POINTS
Second graded individual speaking assignment (p. 13)	100 points
Group problem solving exercise (pp. 14-15)	150 points
Feedback on group problem solving (pp. 16-18)	25 points
Group symposium (pp. 19-20)	
Group presentation grade	200 points
Individual presentation grade	100 points
Post symposium self-assessment of group (pp. 21-22)	50 points
Test #2 (or series of quizzes)	100 points
Class is required to meet on scheduled Final Exam Day	
Participation (Participation includes performance on “pop,” unscheduled quizzes, quality of questions asked following others’ presentations, verbal in-class interaction that demonstrates up-to-date reading of assigned materials, peer feedback and useful comments in evaluating others’ presentations, etc.)	75 points
TOTAL POINTS POSSIBLE.....	1000 POINTS

STUDENT'S GRADE TRACKING SHEET

	POINTS POSSIBLE	CUMULATIVE PTS.
Diagnostic presentation	No points	
First graded presentation	100 points, I got_____	100
Test #1 (or series of quizzes)	100 points, I got_____	200
Second graded presentation	100 points, I got_____	300
Group problem solving exercise	150 points, I got_____	450
Feedback on group problem solving	25 points, I got_____	475
Group symposium, Group grade	200 points, I got_____	675
Group symposium, Individual grade	100 points, I got_____	775
Post symposium self-assessment of group	50 points, I got_____	825
Test #2 (or series of quizzes)	100 points, I got_____	925
Participation (See page 9, above)	75 points, I got_____	1000

DO NOT FORGET THAT YOU NEED TO DEDUCT FROM THE TOTAL NUMBER OF POINTS YOU HAVE EARNED ANY POINTS THAT HAVE BEEN DEDUCTED FROM YOUR TOTAL BECAUSE OF ABSENCES OR TARDINESS FROM CLASS (SEE PAGE 7)

UNGRADED, INDIVIDUAL DIAGNOSTIC SPEAKING ASSESSMENT

This assignment is to enable your Instructor to see where each student is beginning the speaking process and what help each student may need in becoming competent at giving public presentations. Specifically, each student will select a topic of personal interest (see notes below) and be prepared to present that topic to the class in a 5-minute presentation. **Care should be taken in topic selection since the same topic will be refined for a subsequent assignment.** Plan and prepare (including practicing) your presentation very seriously.

As you have seen, speaking competencies are extremely important in terms of gaining employment, keeping that employment, and upward mobility after employment. Beyond that, speaking competencies are each citizen's most important tools for participation in a democracy. Everyone has the right to speak her or his mind, but those who can do so clearly and effectively are the persons who will move others; who will be the leaders in their places of employment, their communities, and their government. Speaking competencies are lifetime skills and should be learned as such. Persons who participate in this class only in terms of "doing assignments" or "getting this required class out of the way" should consider all the "real world" potential they forfeit without these skills.

This is a group context/public speaking course designed to teach each student the important skills necessary for competent and effective communication. This is NOT a public forum as specified in the First Amendment, i.e., all presentations will be informative only. Audience analysis for appropriate topics and appropriate approaches to specific assignments will be determined by your classroom Instructor in advance of any presentation. Presentations that are seen as potential distractions from the primary mission of the class will not be allowed.

Topics for the ungraded, diagnostic speaking assignment and ALL subsequent assignments will be approved by your classroom Instructor within the following guidelines:

- 1) Presentations are to be informative and appropriate for your peers. Do not attempt to be persuasive; simply inform the audience ABOUT your chosen topic.
- 2) It is strongly suggested that you do not use any personal life history as topic. That is to say, the assignment is informative, not narrative.
- 3) In consideration of the many points of view that may be present in your classroom audience, no presentation may be made that teaches, advocates, or attempts in any way to persuade for a particular religious position.
- 4) No presentation will be accepted that advocates for practices or concepts contrary to University Policies (e.g., substance abuse).

NOTE AGAIN: The Instructor may disallow topics that in the Instructor's judgment would be distracting in the context of the class. It is the Department of Communication policy that any student failure to give the first, diagnostic presentation will result in the student being dropped immediately from the course. Student failure to give other presentations may result in the student being dropped at the discretion of the Instructor.

FIRST GRADED INDIVIDUAL PRESENTATION

Each student has chosen a topic pre-approved for the first, diagnostic presentation and presented that topic to the class. Since that presentation, the Instructor has spent considerable time addressing the topic of public speaking and has presented the class with specific instruction on how such presentations are evaluated. Each student has been trained to evaluate the presentations of others.

Using this information, the assignment is to return to the topic chosen for the diagnostic assignment and now apply the information on speaking that the class has provided. Use the information that has been facilitated in class and refer to APPENDICES I-VI (pp. 23-76).

Grading for all individual presentations will be done on the basis of the eight public speaking competencies described in APPENDIX I. Specific details on the grading are discussed on pp. 31-33.

In addition, all communication in presentations and in group discussions need to be consistent with the National Communication Association (NCA) Credo on Ethical Communication, which has been adopted by the Department of Communication, and is presented in APPENDIX IV (pp. 53-54).

PRESENTATIONS WILL NOT BE READ NOR MEMORIZED. Doing so will bore your audience and cost you BIG points (competencies 1, 6, 7, 8). Remember in preparing this assignment that each individual presentation should conform to all the matters of organization and delivery we have discussed from the beginning of this course.

GROUP CONTRACT: (DUE DATE to be announced)

Your group contract should be very clear. It should stipulate explicit expectations of member behaviors and commitments. It is ill advised to take the contract lightly in that it will guide group interaction throughout the semester and allow the group to deal fairly, but effectively, with members who agree to the contract and then do not live up to the stated stipulations. The contract will influence how each member of the group makes her or his judgments of how many of the group self-assessment points (up to 50) to award each other member of the group at the end of each symposium.

The contract should detail the specific contributions each team member will make in completing the collaborative requirements of the course (e. g., attendance at both class and outside-of-class meetings, **punctuality** at both, completion of group-assigned research at time agreed upon by group, etc.). The contract should also outline penalties and/or compliance strategies each team member will face for not meeting group obligations and responsibilities. Groups are given, as a last resort, the option of “firing” a member for failure to meet obligations. This is an extreme measure, and requires adherence to the following procedure: The group will first give every effort, together, to mediate violated expectations with members according to the language of the group contract. If that fails, the group will next request that the Instructor meet with the entire group and help mediate an agreeable solution. Should that also prove unsuccessful, the member may be fired. If someone goes through this entire process and is still fired from her or his group, that person has three options: 1) Persuade another group in the class to adopt her or him; 2) Drop the course (check drop dates in the catalogue); 3) Receive an “F” for the course.

Group Contracts are binding on everyone who signs them.

Group members may develop their contracts in any way that is acceptable to all members. A generic contract form is attached. It may be used as a template, or as a point of departure. **THE CONTRACT MUST BE TYPED, PROOFREAD, AND SIGNED BY ALL MEMBERS OF THE GROUP.** The original is submitted to the Instructor by the due date announced in class. Each member should retain a copy of this completed and signed form in order to both fulfill her or his obligations and to evaluate the participation of other members.

NOTE:

Be prepared to spend considerable time outside of class with your group. Because **40%** of your grade in the course is based on group achievement and all members receive the same group grades, it is prudent for all members to pay careful attention to the work of other members, helping toward improvement when and where possible. Every member must be aware that every member’s level of participation will affect her or his grade for the course. You are all dependent upon each other. That being the case, this class can either be “the course from Hades” at one extreme, or an excellent learning experience that will assist throughout life as you participate in groups (from P.T.A. meetings to work groups to recreational groups to political groups, etc.).

The following suggestions should help make this experience a more positive one:

- Make expectations explicit in the contract and every expectation agreed upon.
- Exchange up-to-date contact information with every member so everyone knows how to reach each other. Schedules and any personal needs/difficulties (e.g., no transportation) should be discussed.

- Every member of the group should attend every meeting punctually and actively participate in the process. If you cannot attend a meeting where you are expected, be courteous to your group and let at least two other members know you cannot attend. Also, obtain information necessary to prepare for the next meeting and/or prepare for the next assignment.
- Finally, do NOT be a problem to your group. This course is difficult without a group having to deal with unnecessary anxieties created by an individual with an attitude problem. If you do not know that you have an attitude problem, working in a group is an excellent way to learn. Observe how you are perceived by others.

You will be working with the same group throughout the semester. This is an opportunity to share a useful experience and make new friends. Have fun and take advantage of learning new skills, improving present skills, and working with new people.

Communication 131X
Sample Group Contract

Group Name_____

Course section #_____

By signing below, I/we agree to abide by all the following terms and conditions set by this group. I/we also acknowledge that **up to 50 grade points** will be awarded in relation to the completion of this contract following each symposium assignment.

EXPECTATIONS OF ALL GROUP MEMBERS FOR CONTRIBUTIONS TO THE
 COLLABORATIVE EFFORTS OF THIS GROUP:

SPECIFIC PENALTIES FOR SPECIFIC FAILURES TO MEET AGREED-UPON EXPECTATIONS:

PROCEDURES FOR ALTERING THIS PARTICIPATION CONTRACT:

DATE_____

SIGNATURES OF MEMBERS IN AGREEMENT:

_____	_____
_____	_____
_____	_____

SECOND GRADED INDIVIDUAL PRESENTATION

At this point in the semester, each student has prepared and delivered two individual presentations on the same topic, and has received feedback on both. The experience gained so far, and the instruction on effective presentations provided in class, are the basis for preparing for the second graded individual presentation.

The topic for the second graded presentation will involve one aspect of small group communication. The instructor will facilitate the process by which each person in the class will select and refine a topic, linked directly to the concerns of the course, and to the text material. Each individual will then use the text materials, supplemented by their own research, as the basis for preparing a well-organized, five minute presentation to the class, and for practicing and delivering that presentation effectively. The information each person presents will be an important part of overall instruction the class receives on the nature of small group communication.

Just as for the first graded presentation, see APPENDICES I through VI, which contain key information on grading and preparing individual presentations.

PRESENTATIONS WILL NOT BE READ NOR MEMORIZED. Doing so will bore your audience and cost you BIG points (competencies 1, 6, 7, 8). Remember in preparing this assignment that each individual presentation should conform to all the matters of organization and delivery we have discussed from the beginning of this course.

GROUP PROBLEM SOLVING *DISCUSSION* ASSIGNMENT:

For the group problem solving assignment, your group will work together to solve a real problem in human communication, specifically: What can people in the American social setting do to address the problematic effects of diversity on communication? The problem is a real one, not only because these effects are a real part of everyday life, but also because an important part of your course grade is based on your group's symposium presentation on the outcomes of your group's problem solving discussion regarding this question. The group symposium presentation is described on pp. 19-20. The group problem solving discussion gets you started in process of preparing for the symposium.

In order to solve this problem, you will be asked to utilize the techniques for effective group problem solving that are discussed in the text and that will be practiced in class. Your Instructor will assign or help each group select a group symposium topic concerning the general topic of diversity and human communication. Your group members will then research the more specific topic assigned to your group. Drawing on this information, your group will engage in a 20-30 minute problem solving discussion, in class, in a "fishbowl" arrangement with other groups observing while your group goes through the process (the task group will be in a smaller circle with the observation/feedback groups in a larger circle around the first). This is not a "formal" presentation, but it is a structured communication process with clear expectations for the process the group is to follow in working toward a solution to the problem. Each member participating should offer quality suggestions, ask helpful questions, and help maintain an orderly and productive discussion using techniques discussed in the text and in class. Each member of the group must participate orally in the group problem solving discussion. It is the responsibility of the entire group to assure equity of participation from all group members in this process. Participation of all members will affect the group grade.

DO NOT attempt to practice or plan your in-class group problem solving discussion beforehand. Doing so will result in a poor discussion and in a lower grade for the group problem solving.

Important: Group members are not to hold any discussion with or ask questions of anyone in the observation mode during the group problem solving discussion. Observers are not to interfere or participate in any way. If necessary, the group may ask the Instructor for brief clarifications regarding the symposium assignment.

The group problem solving discussion will be graded and worth 150 points of the final grade (a group grade). See the following page for the criteria for grading the group problem solving discussions.

GROUP PROBLEM SOLVING DISCUSSION

GROUP: _____ DATE: _____

CRITERIA:

RATING ON EACH CRITERION:

	1 Needs Work	2 Fair	3 Good	4 Very Good	5 Excellent
Problem-Solving Process:					
Group thoroughly understands the charge	1	2	3	4	5
Group thoroughly demonstrates understanding and phrasing the question	1	2	3	4	5
Group thoroughly demonstrates fact finding	1	2	3	4	5
Group thoroughly generates criteria and limitations	1	2	3	4	5
Group thoroughly demonstrates discovery and selecting solutions	1	2	3	4	5

Group Task and Maintenance Processes:

Group allows genuine or substantive disagreement to occur	1	2	3	4	5
Group demonstrates rhetorical sensitivity	1	2	3	4	5
Group demonstrates active listening	1	2	3	4	5
Group seeks and facilitates consensus	1	2	3	4	5
All group members participate productively	1	2	3	4	5
TOTALS:					

Comments:

Actual Points = _____ equals _____ %

Possible Points = 50

Problem-Solving Discussion Group Grade =

Actual Score X 3 = _____

GROUP PROBLEM SOLVING *FEEDBACK* ASSIGNMENT

As a part of the process of preparing for the group symposium, each group will engage in a group problem solving discussion in class. Each student will observe the problem solving of other groups in the class. Using the form provided on the following two pages, each student will give the observed group critical feedback on how that group performed in its group problem solving. Careful observation of another group's group problem solving discussion is an important means to learning about effective group problem solving. Your grade for this assignment (up to 25 points) will be based on the quality of the feedback you provide for the group observed.

Each individual will provide feedback on the form provided on the following pages.

Peer Evaluation for Group Problem Solving**Blind ID#** _____

Identify the problem solving group and offer careful feedback based on your observations of their discussion.

Group Name _____

Members: _____

1. How thoroughly did the group define/identify their problem(s)?

What could group members do to improve during this stage?

2. How well did the group generate criteria for solutions?

What could group members do to improve during this stage?

3. How well did the group generate alternate solutions?

What could group members do to improve during this stage?

4. How thoroughly and accurately did the group assess the positive consequences associated with each alternative choice?

What could group members do to improve during this stage?

5. How thoroughly and accurately did the group assess the negative consequences associated with each alternative choice?

What could group members do to improve during this stage?

6. Did all members participate equally? Explain:

How could the group encourage quiet members to participate more?

7. Did this group reach decisions by consensus?_____

If yes, what did they do to be sure of consensus?

If not, what means did they use to make decisions?

8. Did the group allow substantive conflict to arise?_____

If not, how did the group keep conflict from surfacing?

If yes, explain how the group managed conflict.

Overall, was the conflict managed productively? Why or why not?

9. What additional advice or comments would you offer this group?

GROUP SYMPOSIUM ASSIGNMENT:

A group symposium is a set of carefully coordinated and well-practiced presentations on a single general topic, with a moderator who introduces and concludes the entire symposium, and who provides transitions between each individual speaker. Each group member's presentation will be 5-6 minutes long, on an aspect of the group's topic that was decided upon in the group problem solving discussion. **Strict adherence to time constraints is expected of all speakers. Less than 4.5 minutes and more than 6.5 minutes will result in a substantial reduction in BOTH group and individual points.** You are responsible for practicing **as a group** to ensure individual adherence to time constraints, i.e., individual members not adhering to time constraints will affect the grade of the entire group.

In general, the assignment requires your group to prepare a presentation in the general area of how diversity among persons is a factor in communication in today's world. Your Instructor will provide you with guidelines on topics regarding diversity and communication. Each group will choose an aspect of diversity that is important in everyday life experience, and as a group, plan a presentation on how that particular type of diversity affects our communication, as well as on how its problematic effects on our communication can be addressed in the American social setting. Your group's plan for addressing the chosen area of diversity and its effects on communication should be thorough, coherent, and workable in the world we all share. Define the problem and teach us, your audience, how to effectively navigate this particular diversity issue.

The purpose of this assignment is to bring to each student's attention the fact that human diversity is, and will continue to be, a source of potential enrichment in our lives, as well as a source of potential communication difficulty. Your solutions will manage the problems you encounter and will create the world in which your children will live. This is a very significant matter for every citizen of a democracy to consider, and as such is addressed in the University of Alaska Fairbanks Mission Statement.

The individual presentations must fit together in a logical, coherent manner. The group presentation will be moderated by one member of the group (see p. 44). The moderator will be responsible for the introduction and conclusion of the group presentation, as well as for matters of introduction and/or transition between group members. The moderator is also responsible for handling questions and answers following the group's presentation. Finally, it is the moderator's **duty** to see that individual members stay within the time constraints during the actual presentation. In order to ensure a good group presentation, it is imperative that the group as a whole oversees each other's preparation and practice of individual parts of the group presentation. Lack of cohesion and transition between parts will **SIGNIFICANTLY** reduce group points on the assignment. Each member of the group is expected to be prepared to respond to questions from the Instructor and the audience following the group's presentation (see pp. 45-46).

OUTLINE REQUIRED:

Individual group members will prepare a formal sentence outline of their presentation and submit it to the group. The group will then proof each outline and create a formal sentence outline of the entire group presentation that integrates all parts. The final product will be typed and proofread, and submitted to the Instructor immediately **prior** to the symposium presentation.

Grading for the group aspects of the symposium presentation will be determined according to the criteria on the following page. This is a group grade, and is worth up to 200 points in final course grade.

GROUP ASPECTS OF SYMPOSIUM PRESENTATION

Group _____ Date: _____

TOPIC OR SUBJECT:	S	E	G	F	NW	NSW
Symposium topic has appropriate scope for audience	10	9	8	7	6	5
Symposium topic covered in an appropriate depth	20	18	16	14	12	10
Symposium topic adequately researched (supporting material adequate and consistent across speakers)	20	18	16	14	12	10
Approach to topic is adapted to audience background and needs	20	18	16	14	12	10
Approach to topic is original or creative	10	9	8	7	6	5
INTEGRATION:						
Separate presentations are consistent in scope and depth	10	9	8	7	6	5
Separate presentations are clearly integrated with the overall topic	30	27	24	21	18	15
Separate presentations are organized using a coherent and clearly recognizable pattern	10	9	8	7	6	5
Symposium is a coherent whole (rather than a collection of separate parts)	40	36	32	28	24	20
MODERATING:						
Symposium introduction clearly states The purpose and topic	10	9	8	7	6	5
Symposium introduction clearly previews the presentations and their organization	10	9	8	7	6	5
Symposium introduction clearly indicates the relevance of the topic to the audience	10	9	8	7	6	5
Transitions among the individual presentations create overall cohesion	10	9	8	7	6	5
Symposium conclusion clearly & effectively summarizes topic and its relevance	10	9	8	7	6	5
GENERAL:						
Group has clear goals for symposium	30	27	24	21	18	15
Time requirements are met	20	18	16	14	12	10
Symposium is productive and beneficial for audience (gained knowledge)	30	27	24	21	18	15

S=Superior or Exceptional; E=Excellent or Very Good; G=Good; F=Fair; NW=Needs Work; NSW=Needs Significant Work

Actual points=_____ (max 300)

Symposium group grade=_____ (actual points times 2/3)

POST-SYMPOSIUM SELF-ASSESSMENT OF GROUP

Following the symposium assignment, you will INDIVIDUALLY assess each member of your group, based on her or his fulfillment of the contractual obligations as decided upon by the group at the beginning of the semester and specified in the Group Contract. Each member can award each other member (Self not included) up to 50 points, based on perceptions of the member's contributions, work, attendance, and fulfillment of the group contract. The Instructor will collect the individual assessments, and average them for each individual in the group.

First review the contract each member of your group signed earlier in the semester. Consider each member's participation in regard to this document.

Second, write each of the other group members' names on one of the lines provided below, and write out your assessment of each member's participation and contribution to the success of the group in the space below the name. ASSESSMENT FORMS WITHOUT WRITTEN ASSESSMENTS OF CONTRIBUTIONS WILL BE IGNORED.

Third, after you have written your assessment, go back over your comments and assign each person points in the range between 0 and 50. (50 pts. would be 100%; 40 points would be 80%; 30 pts. would be 60%.)

Fourth, give your sheet to you Instructor on the assigned day.

Your Name _____ Group _____

Member's Name _____ Points Assigned _____

Assessment:

Member's Name _____ Points Assigned _____

Assessment:

Member's Name _____ Points Assigned _____

Assessment:

Member's Name_____ Points Assigned_____

Assessment:

Member's Name_____ Points Assigned_____

Assessment:

Member's Name_____ Points Assigned_____

Assessment:

APPENDIX I

PUBLIC SPEAKING: CRITERIA AND TIPS

Supplemental Information to the Eight Public Speaking 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 time requirement

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.

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

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
 - The speaker concludes with a decisive final statement (audience recognizes finality)
- Review or summary of main points that reinforces the central idea
- Concludes without saying “in conclusion...” or such

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.

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).

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.

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

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 of that 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 NCA Competency descriptions. The following guide will be used to give more detailed observations of the specifics of student presentations.

GUIDELINES:

NCA Competency one:

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.

NCA Competency two:

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.

NCA Competency three:

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 in the audience for the speaker); quality and relatedness of the evidence; and the manner in which the evidence is introduced (smoothness, not distracting).

NCA Competency four:

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.

NCA Competency five:

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”).

NCA Competency six:

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.

NCA Competency seven:

Appropriate pronunciation, grammar, and articulation also function together with each being a discernable 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.

NCA Competency eight:

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. "Vertically challenged" 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.

EVALUATION OF SPEAKING COMPETENCIES:

All individual presentations in Communication 131X will be evaluated on the Competency Evaluation Form (p. 39, with grades assigned as on p. 40). The eight competencies listed on the form, and explained in Appendix I, 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.

Evaluator's Blind ID# _____

PUBLIC SPEAKING COMPETENCIES

(Please Note: Moving toward a rating of "superior" regards the QUALITY of parts, NOT just their presence. These are nationally normed criteria. The Department of Communication trains both faculty and TAs in the uniform use of this instrument.)

1 —————> 2 —————> 3 —————> 4 —————> 5

Unsatisfactory

Good

Superior

SCORES**Competency One:**

Assignment Specifics

Evidence of Preparations _____
 Evidence of Practice _____
 Within Specified Time _____
 Meets Assignment Requirements _____

Competency Two:

Introduction

Attention Gaining Material _____
 Thesis/Specific Purpose _____
 Relevance Material _____
 Preview of Points _____
 Transition into Body _____

Competency Three:

Supporting Material/Body of Presentation (Visual Aid if used)

Good Information (content) _____
 Main Points Clear and Elaborated _____
 Relevance of Evidence (sourced) _____
 Smoothness of Introduction of Evidence _____

Competency Four:

Observable Organizational Pattern

Clear Organizational Structure _____
 Internal Transitions _____
 Transition from Body into Conclusion _____
 Summary of Points _____
 Definitive Final Statement _____

Competency Five:

Appropriate Language

Bias-Sensitive Language _____
 Formal Level (no "you" - slang - or unexplained specialized words) _____
 Does not draw attention to speaker or occasion _____
 No Verbal Fillers ("you know"... "like"... etc.) _____

Competency Six:

Vocal Presentation

NO READING

NO READING

NO READING

Rate _____
 Expressiveness/changes in pitch _____
 Intensity/Volume _____

Competency Seven:

Pronunciation

Grammar _____
 Articulation (Clarity; not reading or memorized rhythm) _____
 Delivery (not halting, not choppy, minimal note involvement) _____
 No Vocalic Fillers ("Uh"... "Er"... "Um") _____

Competency Eight:

Nonverbal Support of Presentation

Eye Contact with Audience (not just instructor) _____
 Good Use of Note Cards (must have, not held) _____
 No Complete Sentence on Card (except direct quotations) _____
 Lectern Use (no body parts in contact) _____
 Appearance (no hats, attention to self presentation) _____
 Appropriate use of Gesture and Facial Expression _____

Speaker's Name _____

Topic _____

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 the “good” range; “good” earns 3 points; a rating of 4 implies progress toward excellence; and only rare “superior” performance rates 5 points.
3. The ratings for all competencies are summed, resulting in a total score ranging from 8 to 40 points.
4. Your grade for the presentation is then determined from the following table for presentations worth 100 points. For presentations worth 50 points, divide the “grading points” by two.

Rating points	Grading points	Letter grade
8.....	60.....	D
9.....	61.....	
10.....	63....	D+
11.....	64.....	
12.....	65.....	
13.....	66....	C-
14.....	68.....	
15.....	69.....	
16.....	70.....	C
17.....	71.....	
18.....	73....	C+
19.....	74.....	
20.....	75.....	
21.....	76....	B-
22.....	78.....	
23.....	79.....	
24.....	80.....	B
25.....	81.....	
26.....	83....	B+
27.....	84.....	
28.....	85.....	
29.....	86....	A-
30.....	88.....	
31.....	89.....	
32.....	90.....	A
33.....	91.....	
34.....	93....	A+
35.....	94.....	
36.....	95.....	
37.....	96.....	
_____	38.....	98
39.....	99.....	
40.....	100.....	

PRACTICING THE PRESENTATION

Regardless of whether you deliver your speech extemporaneously, from manuscript, or from memory, the key to doing so effectively is practice. Here are some suggestions for practicing your speeches:

1. Allow ample time for practice. Practice delivering your speech 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, note cards, or manuscript 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 speech 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 speech 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 speech. Like it or not, the actual delivery of the speech is more stressful than practice. Don't give yourself any unnecessary handicaps.
5. Do not try to deliver your speech the same way each time you practice it. Whether your speech is extemporaneous, manuscript, or memorized, 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 speech the same way each time could inhibit your vocal variety.
6. Do not coordinate specific gestures with the exact wording of your speech. To be effective, gestures must be spontaneous. While you should practice your speech 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 speech. A planned or stilted gesture is worse than no gesture at all.
7. Practice your speech aloud with the same volume you plan to use in delivering it. Don't go over the speech in your head or say it so softly that no one can hear you.
8. However, some find it helpful to practice their speech mentally as well as aloud. If this method works for you, use it.
9. Practice your speech each time with whatever visual aids you plan to use. If you plan to mix some ingredients together during your speech, mix them during at least one practice session. This will help prevent mistakes.
10. Time your speech in practice. No one appreciates a speech that goes on and on interminably. If you have been given a specific time limit for your speech, conform to it while practicing.
11. If possible, try to practice at least once in the room where you will be delivering your speech or a similar room. Anything you can do in practice to approximate the real thing is worth the effort.

SUGGESTIONS 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, meditate, 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!!**

LISTENING

Courage is what it takes to stand up and speak. Courage is also what it takes to sit down and listen.

– Winston Churchill

lis·ten·ing n (ILA, 1996): the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. International Listening Association.

Tips for Effective Listening from University of Montana Student Handbook:

Maintain eye contact with the Instructor. Of course you will need to look at your notebook to write your notes, but eye contact keeps you focused on the job at hand and keeps you involved in the lecture.

Focus on content, not delivery. Have you ever counted the number of times a teacher clears his/her throat in a fifteen-minute period? If so, you weren't focusing on content.

Avoid emotional involvement. When you are too emotionally involved in listening, you tend to hear what you want to hear—not what is actually being said. Try to remain objective and open-minded.

Avoid distractions. Don't let your mind wander or be distracted by the person shuffling papers near you. If the classroom is too hot or too cold try to remedy that situation if you can. The solution may require that you dress more appropriately to the room temperature.

Treat listening as a challenging mental task. Listening to an academic lecture is not a passive act—at least it shouldn't be. You need to concentrate on what is said so that you can process the information into your notes.

Stay active by asking mental questions. Active listening keeps you on your toes. Here are some questions you can ask yourself as you listen. What key point is the professor making? How does this fit with what I know from previous lectures? How is this lecture organized?

Use the gap between the rate of speech and your rate of thought. You can think faster than the lecturer can talk. That's one reason your mind may tend to wander. You can actually begin to anticipate what the professor is going to say as a way to keep your mind from straying. Your mind does have the capacity to listen, think, write, and ponder at the same time, but it does take practice.

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? less than **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 (bottom line)
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 II

Presentation Guidelines

Presentation Guidelines

Content

Outline: An outline is a guide for both your group and its listeners which plots the course through your symposium presentation.

It organizes and creates order to what your group is saying. It provides structure and helps clarify your thinking. It consists of three parts: Introduction; Body; and Conclusion.

I. Introduction: The introduction tells the audience what the presentation will be about and prepares the audience to listen to the presentation.

Parts of the Introduction:

A. Attention gaining. The attention gaining device is usually the first statement of the presentation. It should capture audience attention and draw them into the presentation. You must gain both the attention and interest of your listeners. Some ways of accomplishing this are

1. Rhetorical Questions—"Why should Leadership be interesting to you?" Rhetorical questions do not need an answer. They are intended to make your audience think about your topic.
2. Anecdote or story—such devices may be "real" or hypothetical. Be careful that the device is not too long.
3. Startling Statement—a device that gains attention by surprising your audience.
4. Humor—this device must be clearly related to your topic and should always be tasteful.
5. An interesting or recognizable quotation.

B. Specific Purpose Statement (Thesis Statement). The Orientation statement should make clear your topic and the perspective you are taking on the topic. To be most effective this should be a single, declarative statement that captures the purpose of your presentation.

C. Relevancy Statement. This information tells your audience why they should be interested in your topic. This information will connect the topic to the lives of your audience. This is NOT a “report” to the class. It is a public presentation that is intended to provide relevant information and even motivation to your audience.

D. Preview: Overview of the main points of the presentation. Forecast the shape of your presentation by addressing the main points to be made.

A good introduction will enhance your credibility with your audience and prepare them to pay attention to you and the information you will present. The introduction should be carefully structured and practiced until you are confident of the materials included. The first minute of your presentation determines whether your audience will continue to listen and HOW they will listen. PRACTICE!!

E. Transition--A transition is a bridge from one part of the presentation into the next. There should be transitions between the introduction and the main body of your presentation. Further, there should be transitions between each main point and between the last main point and the conclusion. Transitions should be made **in the sense of the content and NOT mechanically with words such as “also,” “and next,” “and” or other such awkward means.**

II. Body: The main body of the presentation contains most of the significant information you will present to your audience. It will normally be divided into three (four at most) main points (ideas). Each point should be made clearly and supported by subpoints that contain researched information and supporting materials. As in

- A. Main Point #1
 - 1. subpoint
 - 2. subpoint

TRANSITION

- B. Main Point #2
 - 1. subpoint
 - 2. subpoint

TRANSITION

- C. Main Point #3
 - 1. subpoint
 - 2. subpoint
 - 3. subpoint

TRANSITION (into conclusion)

III. Conclusion: Your conclusion should bring your presentation to a close, reinforcing the main ideas you have presented and providing some final impact on your audience. It should normally review your main points and provide clear closure with a strong, definitive final statement. (summarizes your presentation)

Devices for conclusions:

- A. A return to your Introductory material (such as a restatement of an opening quotation or story).
- B. A completion of an idea begun in the introduction.
- C. A single, powerful statement that ties the topic to your audience.

Language:

Your language should be clear, concise, and suited to the audience and occasion. Avoid slang, jargon, or shoptalk. If unusual language must be used, clarify it immediately. Define your terms.

Organization:

The organization of your presentation should be clear and recognizable to your audience. It should make the information flow in a logic that your audience can follow without hesitation. The three parts of the presentation should fit together sensibly. Sentences and ideas should give your audience an easily followed trail through the information you are presenting.

Delivery

Voice: Volume should be sufficient to carry on a conversation with the furthest person in your audience. Your rate should conform to the expectations of your audience. The pitch of your voice should change during the presentation for emphasis. There should be pauses only for emphasis (as punctuation in writing). You should speak conversationally with your entire audience.

Body use:

You should be physically relaxed. Your hands should be free of your notecards and the lectern so that your gesture is normal and relaxed. Eye contact with members throughout your audience is perhaps the most significant matter of your delivery. Look in every direction and from front to back...include everyone. Your face should follow the sense of the information you are presenting. Smiling appropriately is a credibility builder with a Western audience.

Use notecards only to maintain your “place” in the information you know and have practiced.
Absolutely DO NOT read OR memorize!!

Stay free of the lectern except to turn your note cards. Shorter persons may want to step to the side of the lectern to be seen more clearly. Taller persons may want to step one pace back from the lectern (arm’s length) so that glancing at the note cards does not create a “yoyo” appearance to your audience.

Visual Aids:

Visual aids should only be used when appropriate. Create them for easy introduction and removal. Make sure visual aids are clean, clear, and large enough to be seen by the entire audience. Keep them simple. Practice using them so that you will NOT have to look at them yourself. Continue speaking to your audience at all times (not to the visual aid). Precheck any and all equipment to be used. Murphy’s law RULES when operating equipment during presentations! If appropriate, have a confederate practice with you and handle the presentation of visual aids that are complex. When you are not using your visual aids, LOSE them!

Basic Requirements:

The time requirement for a presentation **MUST BE MET**. That will require outside practice.

Topics should be appropriate to audience and occasion.

Dress should be appropriate (everything about you is a message).

Say only what you want your audience to understand about you and your perception of what is appropriate.

Guidelines for Moderating a Symposium:

Each symposium presentation will have a person acting as Moderator. This person may or may not also make a symposium presentation.

To effectively fulfill the Moderator's role, you must:

1. Formally introduce the symposium topic to the audience. Your introduction should give sufficient information about the group's topic so that the audience is encouraged to listen as well as a general outline of what the group presentation will cover.
2. You will inform the audience how the symposium will proceed, including how the question and answer will be handled, if there is to be one.
3. Briefly introduce each member of the group to the audience, indicating the general aspect of the topic each will cover.
4. Introduce each member when it is her or his turn to present, indicating how the member's aspect of the topic "fits" logically with the one preceeding.
5. Provide sufficient transitions between each speaker so that an overall continuity is maintained.
6. Monitor each presentation to ensure that time limitations are maintained and that each member has sufficient time for presenting.
7. After all members have spoken the moderator will provide a summary of the entire symposium. This must tie the presentations together and leave the audience with a clear sense of the important aspects of the symposium.
8. Monitor the question/answer period, if there is one, directing questions to appropriate members of the group and ensuring adherence to the time requirement.

ASKING AND ANSWERING QUESTIONS

Guidelines for Asking Good Questions: A good, substantive question involves critical thinking, and focuses on the substance or content of what a person has said. A question like "Would you repeat what you said about X," or "What do you mean by Z," is not a substantive question because it involves no critical thinking on the questioner's part (however, these questions could be leading to a substantive question). Here are some important guidelines for asking good questions:

- 1) The critical thinking required in asking a good, substantive question involves making a careful analysis and evaluation of the content of another person's presentation, focusing on things like:
 - a) the soundness of the overall thesis,
 - b) the arguments used to support the thesis,
 - c) the evidence provided to support each argument,
 - d) the conclusions reached by the presenter,
 - e) information the presenter left out of the presentation that was important.
- 2) Your question(s) should NOT be framed in such a way that they create a trap for the speaker. Rather, they should raise important points that require the speaker to respond in an intelligent fashion, perhaps clarifying, elaborating, or illustrating a point made in the presentation.
- 3) Always ask your questions in a professional, friendly manner. Your goal is not to have the presenter look bad, or to demonstrate your superior intellect. Rather, you should help the presenter by encouraging him or her to strengthen some of the weaker points in the presentation, or to emphasize an important point that was not given enough attention in the presentation. You may also challenge some of the conclusions the speaker reached if his or her logic or evidence does not support those conclusions adequately.
- 4) Since the question you ask a presenter may come as much as 20 to 30 minutes after he or she made the presentation, you may need to provide some context or a brief reminder what the issue was or what point you are addressing. Providing this context helps both the person who is answering the question and helps the rest of the audience understand what you are talking about.

Guidelines for Answering Questions: Question and answer periods are important in the process of a presentation because the listener is able to give you verbal feedback during this phase. But presenters

sometimes get anxious because the questions and answer period may seem like an oral exam. The keys to minimizing these feelings are to prepare well in advance, and to follow these important guidelines for answering questions:

- 1) The presenter or moderator should open the question and answer period by announcing that the group is ready for questions. He/she should indicate how they will recognize questions. For example: "Please raise your hand if you have a question to ask." If the presenter or moderator indicates how he/she will recognize questions, this will maintain your control of the floor, and audience members won't tend to shout out questions at random.
- 2) After listening carefully to the questions, restate or rephrase the question for the entire audience. This step has several benefits: a) it allows you to listen carefully to the question, rather than forcing you to formulate an answer to what you think the question will be; b) while you are restating you will have time to think of an appropriate answer (because we think much faster than we speak); and c) you also involve the entire audience, keeping everyone interested and making sure that everyone heard and understood the question.
- 3) Direct your answer to the question to everyone, not just to the person who asked the question. Be brief and honest in your answers (no one can be expected to know everything).
- 4) When you are finished answering a question, don't look back at the person who asked the question. If you look back at the person who asked the question upon completing the answer, you are handing the floor back to them, rather than keeping control of the floor yourself. If the person who asked the last question does have follow-up questions, he or she can ask to be recognized again.

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:

“There are three main reasons: first ... second ... third ...”
“Point A is ...”

3. Repeat key words:

“Our nuclear buildup isn’t defense. Our nuclear buildup is suicide.”

4. Conclude your discussion of one point by introducing the next point:

“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:

*“In addition to being discriminatory, capital punishment is also immoral.:
 “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*”

INAPPROPRIATE ATTENTION TO ONE'S SPEAKING

The purpose of extemporaneous speaking is to deliver a carefully organized message in the most effective manner, given a specific context and audience. In an informational presentation, the purpose is to inform the audience. In a persuasive presentation, the purpose is to instigate change either in members of the audience or their subsequent actions. In both cases it does not serve the speaker to draw attention to him/herself inappropriately. The point of the presentation is the information or the argument. Drawing attention to self or matters of context (the “doing” of a presentation) are distractions from the purpose for speaking. Every word chosen, every matter of effective organization, every gesture and expression of delivery should enhance the message. All that does not enhance the message is either superfluous or distracting.

Some examples of inappropriately calling attention to one's speaking while simultaneously being in the speaking process may prove useful.

Common errors in the introduction phase of public presentations might be:

In the pre-speaking moments:

- “This is really hard for me ...”
- “Boy, I wish I was not going first ...”
- “Just a second, my note cards are messed up ...”
- “This gives me a headache ...”
- “Okay, here goes ...”

In the introduction itself:

- “Today I am going to talk about ...”
- “My topic for this presentation is ...”
- “I have always been interested in this topic ...”
- “This morning, what I want to do is ...”
- “To begin my speech ...”

Nonverbal actions that draw undue attention to speaker or speaking:

Prior to speaking one might look at one's audience and exhale significantly, implying that the giving of the presentation is stressful.

The commonly understood act of looking at one's audience and wiping one's brow to imply nervousness.

Shaking one's head negatively (i.e., side to side) as noting apprehension with the event.

Drying one's palms on one's jeans purposefully is understood to imply fear and nervousness.

During the speaking presentation many spoken and nonverbal acts can draw the audience's attention away from the message and onto the speaker.

When losing one's place in one's notes one might inadvertently say "oops ..." or "just a second ..." or "expletive ...", drawing attention to the fact of being lost or being temporarily out of the flow of the presentation.

When realizing that one has not been as clear as one wishes, one might say "what I mean is ..." or "that didn't sound right..." or "that made more sense when I was practicing."

In using visual aids it is common that some malfunction or unpracticed part of the presentation might lead to a halt in the process and the speaker, feeling the overwhelming silence of the audience, might call attention to the visual aid, implying the problem was not with the presentation. "This was working before class ..." or "Blank this blankity blank overhead ..." or "I knew I should have taped that better ..."

At the end of a speaking event it is common practice (and unfortunately often taught in high school courses) to draw attention to the fact that the speaking is about to be over.

"In conclusion ..." or "And that is the main point of this presentation ..." or "I hope today that I have given you new insight into ..."

Many times if the speaker has not prepared a clear and forceful conclusion, she or he will recognize from the lectern that the audience has not understood her or his concluding remarks AS a conclusion and will feel compelled to clarify that the presentation is over and say "That's all ..." or "That was it ..." or "Er ... Uh ... Thank you ..."

Remember, the information should speak for itself. The speaker's job is to present the information effectively. The audience should, OF COURSE, recognize that the speaker is doing things that will enhance the message (such as varying the intonation of the vocal delivery, gesturing for emphasis, smiling when appropriate, etc.), but to draw attention to the speaker or speaking **INAPPROPRIATELY** distracts from the purpose and the message's effectiveness.

APPENDIX IV

Credo for Ethical Communication

CREDO FOR ETHICAL COMMUNICATION

The Department of Communication has adopted the NCA Credo for Ethical Communication. The NCA is the National Communication Association, a major professional organization for the Communication discipline. This website can be found at natcom.org

NCA Credo for Ethical Communication

Questions of right and wrong arise whenever people communicate. Ethical communication is fundamental to responsible thinking, decision-making, and the development of relationships and communities within and across contexts, cultures, channels, and media. Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others. We believe that unethical communication threatens the quality of all communication and consequently the well being of individuals and the society in which we live. Therefore we, the members of the National Communication Association, endorse and are committed to practicing the following principles of ethical communication:

- We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
- We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision-making fundamental to a civil society.
- We strive to understand and respect other communicators before evaluating and responding to their messages.
- We promote access to communication resources and opportunities as necessary to fulfill human potential and contribute to the well being of families, communities, and society.
- We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators.
- We condemn communication that degrades individuals and humanity through distortion, intimidation, coercion, and violence, and through the expression of intolerance and hatred.
- We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.
- We advocate sharing information, opinions, and feelings when facing significant choices while also respecting privacy and confidentiality.
- We accept responsibility for the short- and long-term consequences of our own communication and expect the same of others.

APPENDIX V

OUTLINE WORKSHEET

Outline Worksheet

Name: _____

Date: _____

Topic: _____

What is your thesis statement: _____

How is your speech relevant to the audience: _____

What is your organizational style:

What is the mood and tone of your presentation:

What is your first point:

What is the evidence supporting your first point:

How does this support your thesis:

What is your second point:

What is the evidence supporting your second point:

How does this support your thesis:

What is your third point:

What is the evidence supporting your third point:

How does this support your thesis:

What is your fourth point:

What is the evidence supporting your fourth point:

How does this support your thesis:

What is your fifth point:

What is the evidence supporting your fifth point:

How does this support your thesis:

Introduction:

What is your attention getter:

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

1. _____
2. _____
3. _____
4. _____
5. _____

Conclusion:

What are the main points for the review of your presentation?

1. _____
2. _____
3. _____
4. _____
5. _____

What is your final/clearly definitive statement?

What transitions have you developed?

1. _____
2. _____
3. _____
4. _____
5. _____

Practice:

Note Cards:

One point per card

Write large enough to see from 3 feet away

No complete sentences

Name and numbers on cards

Did you practice 2 or 3 times to yourself for content

Did you practice 2 or 3 times in front of a mirror (for nonverbal support)

Did you practice 2 or 3 times in front of another person (to put all the elements together)

APPENDIX VI

APA GUIDELINES ON LANGUAGE BIAS

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Guidelines to Reduce Bias in Language

As a publisher, APA accepts authors' word choices unless those choices are inaccurate, unclear, or ungrammatical. As an organization, APA is committed both to science and to the fair treatment of individuals and groups, and this policy requires authors of APA publications to avoid perpetuating demeaning attitudes and biased assumptions about people in their writing. Constructions that might imply bias against persons on the basis of gender, sexual orientation, racial or ethnic group, disability, or age should be avoided. Scientific writing should be free of implied or irrelevant evaluation of the group or groups being studied.

Long-standing cultural practice can exert a powerful influence over even the most conscientious author. Just as you have learned to check what you write for spelling, grammar, and wordiness, practice reading over your work for bias. You can test your writing for implied evaluation by reading it while (a) substituting your own group for the group or groups you are discussing or (b) imagining you are a member of the group you are discussing (Maggio, 1991). If you feel excluded or offended, your material needs further revision. Another suggestion is to ask people from that group to read your material and give you candid feedback.

What follows is a set of guidelines, followed in turn by discussions of specific issues that affect particular groups. These are not rigid rules. You may find that some attempts to follow the guidelines result in wordiness or clumsy prose. As always, good judgment is required. If your writing reflects respect for your participants and your readers, and if you write with appropriate specificity and precision, you will be contributing to the goal of accurate, unbiased communication. Specific examples for each guideline are given in Table 2.1 at the end of this chapter.

Guideline 1: Describe at the appropriate level of specificity

Precision is a necessity in scientific writing; when you refer to a person or persons, choose words that are accurate, clear, and free from bias. The appropriate degree of specificity depends on the research question and the present state of knowledge in the field of study. When in doubt, it is better to be more specific rather than less, because it is easier to aggregate published data than to disaggregate them. For example, using *man* to refer to all human beings is simply not as accurate as the phrase *men and women*. To describe age groups, it is better to give a specific age range (“ages 65—83”) instead of a broad category (“over 65”; see Schaie, 1993). When describing racial and ethnic groups, be appropriately specific and sensitive to issues of labeling. For example, instead of describing participants as Asian American or Hispanic American, it may be helpful to describe them by their nation or region of origin (e.g., Chinese Americans, Mexican Americans). If you are discussing sexual orientation, realize that some people interpret *gay* as referring to men and women, whereas others interpret the term as including only men (for clarity, *gay men* and *lesbians* currently are preferred).

Broad clinical terms such as *borderline* and people at *risk* are loaded with innuendo unless properly explained. Specify the diagnosis that is borderline (e.g., “people with borderline personality disorder”). Identify the risk and the people it involves (e.g., “children at risk for early school dropout”).

Gender is cultural and is the term to use when referring to men and women as social groups. *Sex* is biological; use it when the biological distinction is predominant. Note that the word *sex* can be confused with *sexual behavior*. *Gender* helps keep meaning unambiguous, as in the following example: “In accounting for attitudes toward the bill, sexual orientation rather than gender accounted for most of the variance. Most gay men and lesbians were for the proposal; most heterosexual men and women were against it.”

Part of writing without bias is recognizing that differences should be mentioned only when relevant. Marital status, sexual orientation, racial and ethnic identity, or the fact that a person has a disability should not be mentioned gratuitously.

Guideline 2: Be sensitive to labels

Respect people’s preferences; call people what they prefer to be called (Maggio, 1991). Accept that preferences will change with time and that individuals within groups often disagree about the designations they prefer (see Raspberry, 1989). Make an effort to determine what is appropriate for your situation; you may need to ask your participants which designations they prefer, particularly when preferred designations are being debated within groups.

Avoid labeling people when possible. A common occurrence in scientific writing is that participants in a study tend to lose their individuality; they are broadly categorized as objects (noun forms such as the gays and the elderly) or, particularly in descriptions of people with disabilities, are equated with their conditions—the amnesiacs, the depressives, the schizophrenics, the LDs, for example. One solution is to use adjectival forms (e.g., “gay men,” “elderly people,” “amnesic patients”).

Another is to “put the person first,” followed by a descriptive phrase (e.g., “people diagnosed with schizophrenia”). Note that the latter solution currently is preferred when describing people with disabilities.

When you need to mention several groups in a sentence or paragraph, such as when reporting results, do your best to balance sensitivity, clarity, and parsimony. For example, it may be cumbersome to repeat phrases such as “person with ____.” If you provide operational definitions of groups early in your paper (e.g., “Participants scoring a minimum of X on the X scale constituted the high verbal group, and those scoring below X constituted the low verbal group”), it is scientifically informative and concise to describe participants thereafter in terms of the measures used to classify them (e.g., “. . . was significant: high verbal group, $p < .05$ ”), *provided the terms are inoffensive*. A label should not be used in any form that is perceived as pejorative; if such a perception is possible, you need to find more neutral terms. For example, *the demented* is not repaired by changing it to *demented group*, but *dementia group* would be acceptable. Abbreviations or series labels for groups usually sacrifice clarity and may offend: *LDs* or *LD group* to describe people with specific learning difficulties is offensive; *HVAs* for “high verbal ability group” is difficult to decipher. *Group A* is not offensive, but neither is it descriptive.

Recognize the difference between *case*, which is an occurrence of a disorder or illness, and *patient*, which is a person affected by the disorder or illness and receiving a doctor’s care (Huth, 1987). “Manic—depressive cases were treated” is problematic; revise to “The patients with bipolar disorders were treated.”

Bias may be promoted when the writer uses one group (usually the writer’s own group) as the standard against which others are judged. In some contexts, the term *culturally deprived* may imply that one culture is the universally accepted standard. The unparallel nouns in the phrase *man and wife* may inappropriately prompt the reader to evaluate the roles of the individuals (i.e., the woman is defined only in terms of her relationship to the man) and the motives of the author. The phrase *husband and wife* or *man and woman* is parallel and undistracting. Usage of *normal* may prompt the reader to make the comparison of *abnormal*, thus stigmatizing individuals with differences. For example, contrasting lesbians with “the general public” or with “normal women” portrays lesbians as marginal to society. More appropriate comparison groups might be “heterosexual women,” “heterosexual women and men, or gay men.

Guideline 3: Acknowledge participation

Write about the people in your study in a way that acknowledges their participation. Replace the impersonal term *subjects* with a more descriptive term when possible and *appropriate*—*participants*, *individuals*, *college students*, *children*, or *respondents*, for example. *Subjects* and *sample* are appropriate when discussing statistics, and *subjects* may also be appropriate when there has been no direct consent by the individual involved in the study (e.g., infants or some individuals with severe brain damage or dementia).

The passive voice suggests individuals are *acted on* instead of being actors (“the students *completed* the survey” is preferable to “the students *were given* the survey” or “the survey was *administered* to the students”). “Participants completed the trial” or “we collected data from the participants” is preferable to “the participants *were run*.” Although not grammatically passive, “presented with symptoms” suggests passiveness; “reported symptoms” or “described symptoms” is preferred (Knatterud, 1991). Similarly, consider avoiding terms such as *patient management* and *patient placement* when appropriate. In most cases, it is treatment, not patients, that is managed; some alternatives are “coordination of care,” “supportive services,” and “assistance.” If patients are able to discuss their living arrangements, describe them as such. *Failed*, as in “8 participants failed to complete the Rorschach and the MMPI,” can imply a personal shortcoming instead of a research result; *did not* is a more neutral choice (Knatterud, 1991).

As you read the rest of this chapter, consult Table 2.1 for examples of problematic and preferred language. Section 9.03 lists references for further information about nondiscriminatory language and for the guidelines that the APA Publications and Communications Board received as working papers for the additions to this section; the full texts of these papers are available in updated form on an ongoing basis.

2.13 Gender

Avoid ambiguity in sex identity or sex role by choosing nouns, pronouns, and adjectives that specifically describe your participants. Sexist bias can occur when pronouns are used carelessly, as when the masculine pronoun *he* is used to refer to both sexes or when the masculine or feminine pronoun is used exclusively to define roles by sex (e.g., “the nurse ... *she*”). The use of *man* as a generic noun or as an ending for an occupational title (e.g., *policeman*) can be ambiguous and may imply incorrectly that all persons in the group are male. Be clear about whether you mean one sex or both sexes.

To avoid stereotypes, use caution when providing examples:

To illustrate this idea, **an American boy’s** potential for becoming a football player might be an aggregate of strength, running speed, balance, fearlessness, and resistance to injury. [The manuscript was revised to *a child’s*.]

There are many alternatives to the generic *he* (see Table 2.1), including rephrasing (e.g., from “When an individual conducts this kind of self-appraisal, *he* is a much stronger person” to “When an individual conducts this kind of self-appraisal, that person is much stronger” or “This kind of self-appraisal makes an individual much stronger”), using plural nouns or plural pronouns (e.g., from “A therapist who is too much like his client can lose *his* objectivity” to “Therapists who are too much like their clients can lose *their* objectivity”), replacing the pronoun with an article (e.g., from “A researcher must apply for *his* grant by September 1” to “A researcher must apply for *the* grant by September 1”), and dropping the pronoun (e.g., from “The researcher must avoid letting *his* own biases and expectations” to “The researcher must avoid letting biases and expectations”). Replacing *he* with *he or she* or *she or he* should be done sparingly because the repetition can become tiresome.

Combination forms such as *he/she* or *(s) he* are awkward and distracting. Alternating between *he* and *she* also may be distracting and is not ideal; doing so implies that *he* or *she* can in fact be generic, which is not the case. Use of either pronoun unavoidably suggests that specific gender to the reader.

2.14 Sexual Orientation

Sexual orientation is not the same as *sexual preference*. In keeping with Guideline 2, *sexual orientation* currently is the preferred term and is to be used unless the implication of choice is intentional.

The terms *lesbians* and *gay men* are preferable to *homosexual* when referring to specific groups. *Lesbian* and *gay* refer primarily to identities and to the culture and communities that have developed among people who share those identities. Furthermore, *homosexuality* has been associated in the past with negative stereotypes. Also, the term *homosexual* is ambiguous because some believe it refers only to men. *Gay* can be interpreted broadly, to include men and women, or more narrowly, to include only men. Therefore, if the meaning is not clear in the context of your usage, specify gender when using this term (e.g., *gay men*). The clearest way to refer inclusively to people whose orientation is not heterosexual is to write *lesbians, gay men, and bisexual women or men*—although somewhat long, the phrase is accurate.

Sexual behavior should be distinguished from sexual orientation; some men and women engage in sexual activities with others of their own sex but do not consider themselves to be gay or lesbian. In contrast, the terms *heterosexual* and *bisexual* currently are used to describe both identity and behavior; adjectives are preferred to nouns. *Same-gender, male—male, female—female, and male—female sexual behavior* are appropriate terms for specific instances of sexual behavior in which people engage, regardless of their sexual orientation (e.g., a married heterosexual man who once had a same-gender sexual encounter).

2.15 Racial and Ethnic Identity

Preferences for terms referring to racial and ethnic groups change often. One reason for this is simply personal preference; preferred designations are as varied as the people they name. Another reason is that over time, designations can become dated and sometimes negative (see Raspberry, 1989). Authors are reminded of the two basic guidelines of specificity and sensitivity. In keeping with Guideline 2, authors are encouraged to ask their participants about preferred designations and are expected to avoid terms perceived as negative. For example, some people of African ancestry prefer *Black* and others prefer *African American*; both terms currently are acceptable. On the other hand, *Negro* and *Afro-American* have become dated; therefore, usage generally is inappropriate. In keeping with Guideline 1, precision is important in the description of your sample (see section 1.09); in general, use the more specific rather than the less specific term.

Racial and ethnic groups are designated by proper nouns and are capitalized. Therefore, use *Black* and *White* instead of *black* and *white* (colors to refer to other human groups currently are considered

pejorative and should not be used). For modifiers, do not use hyphens in multiword names, even if the names act as unit modifiers (e.g., *Asian American* participants).

Designations for some ethnic groups are described next. These groups frequently are included in studies published in APA journals. The list is far from exhaustive but serves to illustrate some of the complexities of naming (see Table 2.1).

Depending on where a person is from, individuals may prefer to be called *Hispanic*, *Latino*, *Chicano*, or some other designation; *Hispanic* is not necessarily an all-encompassing term, and authors should consult with their participants. In general, naming a nation or region of origin is generally helpful (e.g., *Cuban* or *Central American* is more specific than *Hispanic*).

American Indian and *Native American* are both accepted terms for referring to indigenous peoples of North America, although *Native Americans* is a broader designation because the U.S. government includes Hawaiians and Samoans in this category. There are close to 450 Native groups, and authors are encouraged to name the participants' specific groups.

The term *Asian* or *Asian American* is preferred to the older term *Oriental*. It is generally useful to specify the name of the Asian subgroup: Chinese, Vietnamese, Korean, Pakistani, and so on.

2.16 Disabilities

The guiding principle for “nonhandicapping” language is to maintain the integrity of individuals as human beings. Avoid language that equates persons with their condition (e.g., *neurotics*, *the disabled*); that has superfluous, negative overtones (e.g., *stroke victim*); or that is regarded as slur (e.g., *cripple*).

Use *disability* to refer to an attribute of a person and *handicap* to refer the source of limitations, which may include attitudinal, legal, and architectural barriers as well as the disability itself (e.g., steps and curbs handicap people who require the use of a ramp). *Challenged* and *special* often considered euphemistic and should be used only if the people your study prefer those terms (Boston, 1992). As a general rule, “person with _____,” “person living with _____,” and “person who has _____” are neutral and preferred forms of description (see Table 2.1).

2.17 Age

Age should be defined in the description of participants in the Method section (see section 1.09). Be specific in providing age ranges; avoid open-ended definitions such as “under 18” or “over 65” (Schaie, 1993). *Boy* and *girl* are correct terms for referring to people of high school age and younger. *Young man* and *young woman* and *male adolescent* and *female adolescent* may be used as appropriate. For persons 18 and older (or of college age and older), use *men* and *women*. *Elderly* is not acceptable as a noun and is considered pejorative by some as an adjective. *Older person* is preferred. Age groups may also be described with adjectives; gerontologists may prefer to use combination terms for older age groups (*young-old*, *old-old*, *very old*, and *oldest old*), which should be used only as adjectives. *Dementia* is preferred to *senility*; *senile dementia of the Alzheimer's type* is an accepted term.

2.1. Guidelines for Unbiased Language

<i>Problematic</i>	<i>Preferred</i>
Guideline 1: Use an appropriate level of specificity	
The client's behavior was typically female.	The client's behavior was [specify].
<u><i>Comment:</i> Being specific avoids stereotypic bias.</u>	
Guideline 2: Be sensitive to labels	
Participants were 300 Orientals.	There were 300 Asian participants [perhaps adding "150 from Southeast Asia (Thailand, Laos, and Vietnam) and 150 from East Asia (North and South Korea)"].
<u><i>Comment:</i> <i>Orientals</i> is considered pejorative; use <i>Asian</i>, or be more specific.</u>	
the elderly	older people
<u><i>Comment:</i> Use adjectives as adjectives instead of as nouns.</u>	
girls and men	women and men
<u><i>Comment:</i> Use parallel terms; <i>girls</i> is correct if females of high school age or younger are meant.</u>	
Guideline 3: Acknowledge participation	
Our study included 60 subjects.	Sixty people participated in our study.
<u><i>Comment:</i> <i>Participants</i> is preferred to <i>subjects</i>.</u>	
Gender	
1. The client is usually the best judge of the value of counseling,	The client is usually the best judge of the value of his counseling.
	The client is usually the best judge of his or her counseling.
	Clients are usually the best judges of the value of the counseling they receive.

2.1. Table 2.1. (continued)

<i>Problematic</i>	<i>Preferred</i>
	The best judge of the value of counseling is usually the client.
2. man, mankind	people, humanity human beings, humankind, human species
man a project	staff a project, hire personnel, employ staff
man-machine interface	user-system interface, person-system interface, human-computer interface
manpower	workforce, personnel, workers, human resources
man's search for knowledge	the search for knowledge
3. males, females	men, women, boys, girls, adults, children, adolescents

Comment: Specific nouns reduce the possibility of stereotypic bias and often clarify discussion. Use *male* and *female* as adjectives where appropriate and relevant (*female experimenter, male participant*). *Males* and *females* may be appropriate when the age range is quite broad or ambiguous. Avoid unparallel usage such as 10 *men* and 16 *females*.

4. Research scientists often neglect their wives and children,	Research scientists often neglect their spouses and children.
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Comment: Alternative wording acknowledges that women as well as men are research scientists.

5. woman doctor, lady lawyer, male nurse, woman driver	doctor or physician, lawyer, nurse, driver
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Comment: Specify sex only if it is a variable or if sex designation is necessary to the discussion ("13 female doctors and 22 male doctors"). *Woman* and *lady* are nouns; *female* is the adjective counterpart to *male*.

(table continues)

2.1. Table 2.1. (continued)

<i>Problematic</i>	<i>Preferred</i>
6. mothering	parenting, nurturing [or specify exact behavior]
7. chairman (of an academic department)	chairperson, chair [use <i>chairman</i> only if it is known that the institution has established that form as an official title]

Comment: *Department head* may be appropriate; however, the term is not synonymous with *chair* and *chairperson* at all institutions.

chairman (presiding officer of a committee or meeting)	chairperson, chair, moderator, discussion leader
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Comment: In parliamentary usage, *chairman* is the official term and should not be changed. Alternatives are acceptable in most writing.

8. foreman, mailman, salesmanship	supervisor or superintendent, postal worker or letter carrier, selling ability
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Comment: Substitute preferred noun.

9. The authors acknowledge the assistance of Mrs. John Smith.	The authors acknowledge the assistance of Jane Smith.
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Comment: Use given names.

10. cautious men and timid women	cautious women and men, cautious people timid men and women, timid people
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Comment: Some adjectives, depending on whether the person described is a man or a woman, connote bias. The examples illustrate some common usages that may not always convey exact meaning, especially when paired, as in the first column.

11. Participants were 16 men and 4 women. The women were housewives	The men were [specify], and the women were [specify].
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2.1. Table 2.1. (continued)

<i>Problematic</i>	<i>Preferred</i>
<p>Comment: Describe women and men in parallel terms, or omit description of both. Do not use <i>housewife</i> to identify occupation, a term that indicates sex and marital status and excludes men. Use <i>homemaker</i>, which can denote a man.</p>	
Sexual orientation	
1. The sample consisted of 200 adolescent homosexuals.	<p>The sample consisted of 200 gay male adolescents.</p> <p>The sample consisted of 100 gay male and 100 lesbian adolescents.</p>
<p>Comment: Avoid use of <i>homosexual</i>, and specify gender of participants.</p>	
2. Manuscript title: "Gay Relationships in the 1990s"	<p>"Gay Male Relationships in the 1990s"</p> <p>"Lesbian and Gay Male Relationships in the 1990s"</p>
<p>Comment: Specify gender equitably.</p>	
3. Participants were asked about their homosexuality.	Participants were asked about the experience of being a lesbian or a gay man.
<p>Comment: Avoid the label <i>homosexuality</i>.</p>	
4. The women reported lesbian sexual fantasies.	The women reported female-female sexual fantasies.
<p>Comment: Avoid confusing lesbian orientation with specific sexual behaviors.</p>	
5. It was the participants' sex, not their sexual orientation, that affected number of friendships.	It was the participants' gender, not their sexual orientation, that affected number of friendships.
<p>Comment: Avoid confusing gender with sexual activity.</p>	
(table continues)	

2.1. Table 2.1. (continued)

<i>Problematic</i>	<i>Preferred</i>
6. participants who had engaged in sexual intercourse	<p>participants who had engaged in penile–vaginal intercourse</p> <p>participants who had engaged in sexual intercourse or had sex with another person</p>
<p><i>Comment:</i> The <i>first</i> preferred example specifies kind of sexual activity, if penile—vaginal intercourse is what is meant. The second avoids the assumption of heterosexual orientation if sexual experiences with others is what is meant.</p>	
7. Ten participants were and 5 were single.	Ten participants were married, 4 were unmarried and living with partners, and 1 was unmarried and living alone.
<p><i>Comment:</i> The preferred example increases specificity and acknowledges that legal marriage is only one form of committed relationship. Marital status is sometimes not a reliable indicator of cohabitation (e.g., married couples may be separated), sexual activity, or sexual orientation.</p>	
Racial and ethnic identity	
1. The sample included 400 undergraduate participants.	The sample of 400 undergraduates included 250 White students (125 men and 125 women) and 150 Black students (75 men and 75 women).
<p><i>Comment:</i> Human samples should be fully described with respect to gender, age, and, when relevant to the study, race or ethnicity. Where appropriate, additional information should be presented (generation, linguistic background, socioeconomic status, national origin, sexual orientation, special interest group membership, etc.). Note that <i>African American</i> currently may be preferred.</p>	
2. The 50 American Indians represented. ...	The 50 American Indians (25 Choctaw, 15 Hopi, and 10 Seminole) represented....

2.1. Table 2.1. (continued)

<i>Problematic</i>	<i>Preferred</i>
<p><i>Comment:</i> When appropriate, authors should identify American Indian groups by specific group or nation; when the broader designation is appropriate, note that <i>Native American</i> may be preferred to <i>American Indian</i>. In general, American Indian, African, and other groups prefer <i>people</i> or <i>nation</i> to <i>tribe</i>.</p>	
3. We studied Eskimos	We studied Inuit from Canada and Aleuts
<p><i>Comment:</i> Native peoples of northern Canada, Alaska, eastern Siberia, and Greenland may prefer <i>Inuk</i> (<i>Inuit</i> for plural) to <i>Eskimo</i>. Alaska Natives include many groups in addition to Eskimos.</p>	
4. Table entries:	
Race	Race
White 21 15	White 21 15
Non-White 15 4	African American 10 1
	Asian 5 3
<p><i>Comment:</i> <i>Non-White</i> implies a standard of comparison and is imprecise.</p>	
5. the articulate Mexican American professor	the Mexican American professor
<p><i>Comment:</i> Qualifying adjectives may imply that the “articulate” Mexican American professor is an exception to the norm (for Mexican American professors). Depending on the context of the sentence, ethnic identity may not be relevant and therefore should not be mentioned.</p>	

Disabilities

1. Put people first, not their disability

disabled person	person with (who has) a disability
defective child	child with a congenital disability
	child with a birth impairment

(table continues)

2.1. Table 2.1. (continued)

<i>Problematic</i>	<i>Preferred</i>
mentally ill person	person with mental illness
<i>Comment:</i> Preferred expressions avoid the implication that the person as a whole is disabled.	
<i>2. Do not label people by their disability or overextend its severity</i>	
depressives	people who are depressed
epileptics	individuals with epilepsy
borderlines	people diagnosed with borderline personality disorder
neurotic patients	patients with a neurosis (or neuroses)
the learning disabled	children with [specify the learning characteristics]
retarded adult	adult with mental retardation
<i>Comment:</i> Because the person is <i>not</i> the disability, the two concepts should be separate.	
<i>3. Use emotionally neutral expressions</i>	
stroke victim	individual who had a stroke
person afflicted with cerebral palsy	person with cerebral palsy
population suffering from multiple sclerosis	people who have multiple sclerosis
individual confined to a wheelchair	individual who uses a wheelchair
<i>Comment:</i> Problematic expressions have excessive, negative overtones and suggest continued helplessness.	

APPENDIX VII

Extra 8 Competencies Evaluation Sheets