COMM 141X

SUPPLEMENTARY INFORMATION PACKET

Edition #6

Supplementary Information Packet for Comm 141X:
Fundamentals of Oral Communication
Public Context

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

Your Instructor will have provided you with a separate syllabus providing you with information specific to your particular section of Comm 141X, including her or his name, office location and office hours, contact information, a course schedule including dates for all key assignments, and other information the Instructor wants you to know regarding the facilitation and conduct of this class.

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

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Why Study Communication Skills??

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

TABLE 1
Factors Most Important in Helping
Graduating College Students Obtain Employment

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

TABLE 2
Factor/Skills Important For Successful Job Performance

Rank/Order	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.*

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 public speaking course designed to teach each student the important skills necessary for effective public speaking. This is NOT a public forum as specified in the first amendment. Some presentations will be informative and some persuasive. The distinctions between those forms will be fully explained as the class proceeds. 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. It is the classroom instructor's discretion to require a student to present an opposite or different point of view on any topic chosen for presentation.

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 PRESENTATION

Informative Presentation

Each student has chosen a topic 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 discussed in class and refer to APPENDICES I-V.

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. 17-18.

In addition, all communication in presentations and in group discussions needs to be consistent with the National Communication Association Credo on Ethical Communication, which has been adopted by the Department of Communication, and is presented in Appendix VI, p. 48.

SECOND GRADED PRESENTATION

Informative Presentation with Visual Aid

Each student will prepare an informative presentation incorporating the use of visual aids. After discussion of the effective use of visual aids you will give the presentation using the skills you have learned in the text and in class. The presentation will be on a topic of your choice. The Instructor will discuss any topic parameters she or he chooses, and the Department disallows any presentation that demonstrates or uses any weapons of any sort (again, see **Topics** information on p. 4). This presentation will also be within a five-minute time frame.

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

Grading for all individual presentations will be done on the basis of the eight public speaking competencies described in Appendix I. The grading scale can be found on p. 18.

In addition, all communication in presentations and in group discussions need to be consistent with the NCA Credo on Ethical Communication, which has been adopted by the Department of Communication, and is presented in Appendix VI, p. 48.

THIRD GRADED PRESENTATION

Persuasive Presentation 1

Each student will prepare a seven-minute persuasive presentation. Topics of persuasion will a matter of choice within guidelines provided by instructor. The topics will be approved by the instructor. Students may consult with instructor, but know that the instructor will make the final determination. Matters of audience analysis become more significant to persuasive presentations, and particular attention should be paid to making clear that this presentation has considered the specific audience of the classroom (again, refer to **Topics** information on p. 4).

The presentation must follow guidelines for ethical and inclusive language in public speaking as indicated in the syllabus and as discussed in class. You will need to elaborate each main point within the body of your speech with evidence that clearly support the perspectives you describe. Use appropriate citations within the presentation and on your formal outline when using quotes, statistical information, and/or paraphrased statements from resources.

Grading for all individual presentations will be done on the basis of the eight public speaking competencies described in Appendix I.

In addition, all communication in presentations needs to be consistent with the NCA Credo on Ethical Communication, which has been adopted by the Department of Communication, and is presented in Appendix VI, p. 48.

FOURTH GRADED PRESENTATION

Persuasive Presentation 2

Each student will prepare a seven-minute persuasive presentation. Topics of persuasion will again be a matter of student choice within the Instructor's guidelines. By Department policy there will be absolutely NO presentations of religious persuasion. Matters of audience analysis become more significant to invitational and persuasive presentations, and particular attention should be paid to making clear that this presentation has considered the specific audience of the classroom (again, refer to **Topics** information on p. 4).

The presentation must follow guidelines for ethical and inclusive language in public speaking as indicated in the syllabus and as discussed in class. You will need to elaborate each main point within the body of your presentation with evidence that clearly support your claims. Use appropriate citations within the presentation and on your formal outline when using quotes, statistical information, and/or paraphrased statements from resources.

Select a topic for your persuasive presentation that appeals to you personally. Refer to the demographic data from class to assist you in developing a persuasive presentation specifically targeted for your audience. Your text, as well as handouts and discussion from your Instructor, will guide you through the basics of persuasion.

Grading for all presentations will be done on the basis of the eight public speaking competencies described in Appendix I.

In addition, all communication in presentations needs to be consistent with the NCA Credo on Ethical Communication, which has been adopted by the Department of Communication, and is presented in Appendix VI, p. 48.

APPENDIX I

Public Speaking: Criteria

Using the National Communication Association (NCA) Speech Assessment Instrument

Philosophically, it should be understood that while many students come from different backgrounds, different countries, and different speaking traditions, the skills being taught here are the skills that will be necessary for this Western speaking tradition. They are the skills of both business and diplomacy in the majority of world venues. This does not address exporting culture or cultural determinism; it simply states that the skills to be taught in the course are the skills of extemporaneous public speaking in the Western tradition and that evaluation of the student's skills will be made using standards 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 original NCA Competency descriptions. The following guide will be used to give more detailed observations of the specifics of student presentations.

EVALUATION OF SPEAKING COMPETENCIES:

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

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

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

"UNSATISFACTORY" is not failure, but indicates that significant improvement is needed (a letter grade of "D").

Each time you give a presentation to the class, you will receive feedback on the Competency Evaluation Form from class members and from your Instructor. Your **Instructor** will be the **only** person to assign your earned grade for your presentations.

Competency One

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

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

Guideline:

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

Competency Two

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

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

Guideline:

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

Competency Three

Provides supporting material appropriate to the audience and occasion.

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

Guideline:

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

Competency Four

Uses an organizational pattern appropriate to the topic, the audience, the occasion, and the purpose.

This competency addresses:
- Clearly observable organizational pattern
- Assessment of Conclusion
  - Includes an appropriate transition from the Body into the Conclusion (serves as an anticipation of the conclusion)
- Internal Transitions
- 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

Guideline:

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

Competency Five

Uses language appropriate to audience and occasion.

This competency addresses:

Inclusive (unbiased) language

Use of slang or specialized language (shop-talk, jargon) without definition or explanation is unacceptable.

Inappropriate references to the giving of the presentation and/or speaker

Do not discuss your voice, how you might feel, your day or anything else that calls attention away from the information you are to present. Do not say ―my topic is...‖ Do not introduce yourself.

Language level

The speaker's language is more formal than ―conversation‖ (i.e., no use of slang, no use of the informal ―you‖ [instead use the formal ―one‖], and no use of ―chat‖ language such as ―stuff like that‖)

A good speaker is conversational non-verbally but formal in language

Quality of language

Speaking without inappropriate fillers such as ―like‖ or ―y'know‖ is unacceptable.

Guideline:

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

Competency Six

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

This competency addresses:

Rate is assessed in terms of propriety. In some places a more rapid rate is the norm while in others (Alaska) the norm is a bit slower. Speaker should be appropriate to audience

Pitch is understood as expressiveness; the appropriate use of emphasis to maintain interest

Intensity (often volume) regards the speaker's attention to reaching the entire audience with her/his voice (conversational with the furthest person in audience).

Guideline:

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

Competency Seven

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

This competency addresses:

Correct pronunciation of words

If the speaker cannot pronounce the words she or he chooses to use, there will be no credibility attributed to the speaker by the audience

Use of correct grammar

Extemporaneous speaking strives for a conversational presentation with formal language. Correct grammar is the heart of formal language.

Articulation is being heard clearly (not volume). It requires direct and ―shaped‖ speaking of one's words. It involves the ―rhythm‖ of conversation (rather than the rhythm of reading). And it requires the speaker's comfort with the material spoken (practice).

Avoid ―choppy‖ delivery (pauses not in synchrony with punctuation) that can come from overdependence on note cards.

Avoid filling silences with vocal **fillers** such as ―uh‖ ―uhm‖ ―um‖ ―errr‖ etc.

Guideline:

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

Competency Eight

Uses physical behaviors that support the verbal message.

This competency addresses:

Eye contact
- The speaker's eye contact with the audience is the single most important matter in building credibility.

Lectern use
- Keep hands free of lectern; use it to hold note cards (do not lean).

Gesture
- Target behavior is to allow hands the freedom to speak as speaker normally would in conversation.

Facial Expression
- Appropriate to topic and audience
- (Smiling is useful with American audiences)

Use of note cards
- Optimum is to leave cards on lectern and only glance at them to keep track of the speaker's place in the presentation.
- Optimum is ten cards or less
- No complete sentences on cards (except for direct quotations which may be read)
- Optimum is to write large enough to read while standing at arm's length from lectern

Body use
- Expression appropriate to support of message

Guideline:

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

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

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

Body use (only expression that **supports** the message)

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

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** _____

Presentation Grading Scale

Presentations are graded as follows:

1. Each presentation is evaluated by the Instructor on all eight competencies.

2. A competency rating of –unsatisfactory‖ receives 1 point; a rating of 2 implies the beginning of ―satisfactory‖ range; ―good‖ earns 3 points; –excellent‖ earns 4 points; and only rare –superior‖ rates 5 points.

3. The ratings for all competencies are summed, resulting in a total score ranging from 8 to 40 points.

Rating Points	Grading Points (100pt Presentation)	(150pt Presentation)	(200pt Presentation)	Letter Grade
8	60	90	120	**D**
9	61	92	122	
10	63	95	126	D +
11	64	96	128	
12	65	98	130	
13	66	99	132	C -
14	68	102	136	
15	69	104	138	
16	70	105	140	**C**
17	71	107	142	
18	73	110	146	C +
19	74	111	148	
20	75	113	150	
21	76	114	152	B -
22	78	117	156	
23	79	119	158	
24	80	120	160	**B**
25	81	122	162	
26	83	125	166	B +
27	84	126	168	
28	85	128	170	
29	86	129	172	A -
30	88	132	176	
31	89	134	178	
32	90	135	180	**A**
33	91	137	182	
34	93	140	186	**A+**
35	94	141	188	
36	95	143	190	
37	96	144	192	
38	98	147	196	
39	99	149	198	
40	100	150	200	

APPENDIX II

Public Speaking: Tips

PRACTICING THE PRESENTATION

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

1. Allow ample time for practice. Practice delivering your presentation from two to five times. The idea is to practice enough to develop an easy and natural delivery but not to the extent that you unintentionally memorize an extemporaneous or manuscript speech.

2. Always practice with the same key word outline or note cards that you plan to use when delivering your speech. If you retype something, run it through a practice session to ensure you haven't typed in an error or left something out.

3. Always practice your presentation as if you were delivering it to your intended audience. After you have practiced alone a few times, try to find a person or two to serve as your audience.

4. Go through the entire presentation during each practice. If you hit a trouble spot or two during practice, don't stop and start over. Chances are that if you do, you might do this while delivering your presentation. Like it or not, the actual delivery of the presentation is more stressful than practice. Don't give yourself any unnecessary handicaps.

5. Do not try to deliver your presentation the same way each time you practice it. An important characteristic is spontaneity. Delivering an extemporaneous speech the same way each time might cause you to unintentionally memorize the words. Delivering a manuscript or memorized presentation the same way each time could inhibit your vocal variety.

6. Do not coordinate specific gestures with the exact wording of your presentation. To be effective, gestures must be spontaneous. While you should practice your presentation with the kinds of emphatic and descriptive gestures you will be using in its delivery, don't pinpoint the exact moment to raise your index finger or dust off your shoulder during a presentation. A planned or stilted gesture is worse than no gesture at all.

7. Practice your presentation aloud with the same volume you plan to use in delivering it. Do not go over the presentation in your head or say it so softly that no one can hear you.

8. However, some find it helpful to practice their presentation mentally as well as aloud. If this method works for you, use it.

9. Practice your presentation each time with whatever visual aids you plan to use. If you plan to mix some ingredients together during your presentation, mix them during at least one practice session. This will help prevent mistakes.

10. Time your presentation in practice. No one appreciates a presentation that goes on and on interminably. If you have been given a specific time limit for your presentation, conform to it while practicing. It will likely take longer during practice.

11. If possible, try to practice at least once in the room where you will be delivering your presentation or a similar room. Anything you can do in practice to approximate the real thing is worth the effort.

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 TO LECTURE

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 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:

"<u>In addition</u> to being discriminatory, capital punishment is <u>also</u> immoral.:
"<u>Not only</u> is boxing dangerous to its participants, <u>but</u> it can hurt our society as well."

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

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

Imagine the following situation:

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

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

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

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

When a person changes topic without a transition, the incongruence can leave the audience bewildered, thus reducing the speech's effectiveness.

Keep in mind that as a speaker you are obligated to do whatever you can to make your ideas as clear and interesting to your listeners as possible. Using effective transitions in your speech will help you achieve this goal.

THE FOUR C's OF TRANSITIONS:

Chronological

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

Contrasting

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

Causal

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

Complementary

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

APPENDIX IV

Outline Worksheet

Outline Worksheet

Name: _____

Date: _____

Topic: _____

Organizational Style: _____

Introduction

What is your attention getter?

What is your thesis statement?

How is your speech relevant to the audience?

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

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

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

Body

1st Main Point

What is your first point?

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

How does this support your thesis?

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

2nd Main Point

What is your second point?

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

How does this support your thesis?

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

3rd Main Point

What is your third point?

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

How does this support your thesis?

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

4th Main Point

What is your fourth point?

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

How does this support your thesis?

Conclusion

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

What is your final/clearly definitive statement?

APPENDIX V

APA Guideline on Language Bias

Publication Manual of the American Psychological Association

Fifth Edition

American Psychological Association • Washington, DC

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 W*hite* 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 Table 2.1

Problematic	*Preferred*
Guideline 1: Use an appropriate level of specificity	
The client's behavior was typically female.	The client's behavior was [specify].
Comment: Being specific avoids stereotypic bias.	
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)‖].
Comment: *Orientals* is considered pejorative; use *Asian*, or be more specific.	
the elderly	older people
Comment: Use adjectives as adjectives instead of as nouns.	
girls and men	women and men
Comment: Use parallel terms; *girls* is correct if females of high school age or younger are meant.	
Guideline 3: Acknowledge participation	
Our study included 60 subjects.	Sixty people participated in our study.
Comment: *Participants* is preferred to *subjects*.	
Gender	
1. The client is usually the best judge 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. The best judge of the value of counseling is usually the client.

Problematic	*Preferred*
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.

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

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)**

	Problematic	*Preferred*
6.	mothering	parenting, nurturing [or specify exact behavior]
7.	chairman (of an academic department)	chairperson, chair [use *chairman* 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

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

Comment: Substitute preferred noun.

9.	The authors acknowledge the assistance of Mrs. John Smith.	The authors acknowledge the assistance of Jane Smith.

Comment: Use given names.

10.	cautious men and timid women	cautious women and men, cautious people timid men and women, timid people

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].

2.1. **Table 2.1. (continued)**

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

(table continues)

2.1. Table 2.1. (continued)

Problematic	*Preferred*
6. participants who had engaged in sexual intercourse	participants who had engaged in penile—vaginal intercourse participants who had engaged in sexual intercourse or had sex with another person

Comment: The *first* 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.

7. Ten participants were	Ten participants were married, and 5 were single. 4 were unmarried and living with partners, and 1 was unmarried and living alone.

Comment: 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.

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).

Comment: 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 *African American* currently may be preferred.

2. The 50 American Indians represented. ...	The 50 American Indians (25 Choctaw, 15 Hopi, and 10 Seminole) represented....

2.1. Table 2.1. (continued)

Problematic	*Preferred*

Comment: When appropriate, authors should identify American Indian groups by specific group or nation; when the broader designation is appropriate, note that *Native American* may be preferred to *American Indian.* In general, American Indian, African, and other groups prefer *people* or *nation* to *tribe.*

3. We studied Eskimos	We studied Inuit from Canada and Aleuts

Comment: Native peoples of northern Canada, Alaska, eastern Siberia, and Greenland may prefer *Inuk* (*Inuit* for plural) to *Eskimo*. Alaska Natives include many groups in addition to Eskimos.

4. Table entries:

Race			Race		
White	21	15	White	21	15
Non-White	15	4	African American	10	1
			Asian	5	3

Comment: *Non-White* implies a standard of comparison and is imprecise.

5. the articulate Mexican American professor	the articulate professor

Comment: 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.

Disabilities

	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)**

Problematic	*Preferred*
mentally ill person	person with mental illness

Comment: Preferred expressions avoid the implication that the person as a whole is disabled.

2. Do not label people by their disability or overextend its severity

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

Comment: Because the person is *not* the disability, the two concepts should be separate.

3. *Use emotionally neutral expressions*

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

Comment: Problematic expressions have excessive, negative overtones and suggest continued helplessness.

APPENDIX VI

National Communication Association 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 VII

Extra 8 Comps Evaluation Sheets